

Spring 1994

University of Northern Iowa Graduating Student Survey, Spring Semester 1994

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University of Northern Iowa
Graduating Student Survey
Spring Semester 1994

Office of Institutional Research



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Cedar Falls, Iowa 50614
(319) 273-2037

**University of Northern Iowa
Graduating Student Survey
Spring Semester 1994**

Report #73-95-G

**William F. DiBrito
Coordinator of Institutional Research
Stacie Willenborg
Information Specialist**

**Office of Institutional Research
242 Gilchrist**

**University of Northern Iowa
Cedar Falls, IA
50614-0009**

February 1995

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Routinely executed self-examination activities such as this require the combined efforts of a large number of people, whose contributions sustain UNI's day-to-day operation. All too often, these efforts are not acknowledged; instead, the custom of 'authorship' is used to identify the custodians of each study. Since this is my first year as custodian of this study, I would like to mention (at the risk of omitting others who may also have contributed) the people whose efforts shaped this year's report.

Technical assistance in data processing was capably and freely given by Mary Howard, who has become very familiar with this project over the years. Doug Koschmeder and Diane Wallace pushed their own reporting deadlines to provide cohort data and degree audits on this spring semester's graduates. Thanks!!!

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This report would not have been possible without the efforts of several students whose educational paths have brought them to the Office of Institutional Research. Data entry was laboriously executed by Jennifer Button (Sr., Elementary Education), who should have been pre-occupied at the time by her pending Camp Adventure sojourn to Japan. Jenn has worked on the annual survey of graduating students for four years. She graduates this May and will be missed! Joseph Fenty (Gr., Postsecondary Education: Student Affairs), wrote the initial SPSS program as part of a summer internship in Institutional Research. Data output was very capably generated and processed for publication by Stacie Willenborg (Jr., Marketing), a co-op student who is getting more of an education than she bargained for. Many thanks, CO-OP Ed., for the award that made possible this experiential opportunity!

All modifications in the content and reporting format for 1994 were initiated in the Office of Institutional Research. Questions regarding data reported in this document should be directed to Bill DiBrito, Coordinator of Institutional Research, phone #2984, e-mail: bill.dibrito@uni.edu.

EXECUTIVE SUMMARY

INTRODUCTION

This report summarizes the results of the 1994 UNI Graduating Student Survey, which was administered at spring semester commencement rehearsal in the UNI-DOME. Usable responses were obtained from 70% of May bachelor's degree recipients.

The questionnaire was substantially revised for 1994. Most significant is the special focus on two specific program areas: Academic Advising (7 items), and Computing and Information Technologies (8 items).

Other new features this year include descriptive information about the graduation cohort, demographic comparisons between the sample (i.e., respondents) and the cohort, a modified reporting format, the deletion of data on graduate degree recipients, and the addition of an item on memorable staff members to complement the 'memorable faculty' item.

FINDINGS

I. Teaching and Learning Environment

Four questions were asked regarding general issues in teaching in learning. Over 91% of subjects were satisfied with the overall quality of teaching at UNI. Although overall satisfaction with undergraduate teaching is clearly very high among this sample of graduates, other issues may require attention: 30%-40% were dissatisfied with the quality or clarity of purpose of their general education courses, and 50% expressed dissatisfaction with the availability of courses.

II. Computing and Information Technologies

Eight questions were asked of graduating seniors regarding their views on the quality and availability of computer-related equipment and instructional assistance. Although the quality of computing equipment on campus does not appear to be a major issue, this survey suggests that there are opportunities for improvement in the quality of instructional support and the availability of equipment being provided by some academic units.

III. Academic Advising

The quality and availability of faculty academic advising appears to vary widely across campus. There is evidence that the needs and expectations of 20-40% of the students in some units are not being effectively addressed. Academic advising strategies being used in some colleges and departments may be due for review. The ability of centralized service centers to provide consistently high quality assistance across disciplines could also be improved.

Students do appreciate the advising efforts of some faculty, as evidenced by the 17% who reported being 'very satisfied' with the advising they received. Positive informal student-faculty interaction also appears to be a common phenomenon. Individual department totals for this section have been forwarded to department heads and to Academic Advising Services to aid in the development of collaborative strategies to improve service quality.

IV. Social Climate

Student satisfaction with the quality of the social climate at UNI was mixed. Residence hall living (80% satisfied) and residence hall food services (76% satisfied) enjoyed high satisfaction levels among subjects who offered an opinion. Among psycho-social issues, 20% of respondents felt that drug abuse and sexual harassment are problems at UNI.

Much more troublesome were perceptions about alcohol abuse and tolerance for diversity among UNI students. One-half of our respondents agreed with the statement, "Alcohol abuse is a major problem among students at UNI". One

in three respondents disagreed with the statement, "Students at UNI are tolerant of opinions different than their own". An even larger portion, 43%, disagreed with the statement, "UNI students are tolerant of people whose lifestyles are different than their own".

V. Employment

A majority of students who responded to this section reported that being employed off-campus helped their academic performance. Working on-campus was reported helpful by over 70% of respondents.

VI. Plans After Graduation

A series of questions was asked regarding plans after graduation. Graduate school was the intended activity for 21% of the sample. Relatively few graduates in Business (7%), Education (12%), and Continuing Education (21%), expressed their intent to attend graduate school, while in CHFA, CNS, and CSBS, 33% expressed this intent. The portion who expected to attend graduate school part-time ranged from 6% in CHFA to 52% among Education graduates.

INTRODUCTION

This report summarizes the results of the University of Northern Iowa 1994 Graduating Student Survey. As in prior years, this survey was administered at spring semester commencement rehearsal in the UNI-DOME. Usable responses were obtained from 70% of May 1994 bachelor's degree recipients.

The questionnaire was substantially revised for 1994. The number of items was reduced by half and retained items were rewritten to improve their interpretability. Several new items were developed to focus on specific policy areas. A copy of the questionnaire is included as Appendix A.

Other **new features this year** include summary information on the number of degrees awarded, demographic comparisons between the sample (i.e., respondents) and the population (i.e., all graduates), a modified reporting format, a discussion of time-to-degree and credits earned at graduation, and the addition of an item on memorable staff members to complement the 'memorable faculty' item. The responses of graduate degree recipients were not included in this report; inquiries should be directed to Institutional Research.

Two areas received special attention this year: Academic Advising (7 items) and Computing and Information Technologies (8 items). Representatives from Academic Advising Services, Information Systems and Computing Systems, and Academic Affairs were invited to develop and review items which would differentiate, at the department and college level, student satisfaction with services in these two instructional support areas. Responses to the resulting 15 items were aggregated for this report at the college level. In addition, individual department summaries were provided to each department head for program improvement purposes.

Item summaries for Section II., Computing and Information Technologies, were also made available by department to User Services, ISCS, to aid in the improvement of computing service delivery and support campus-wide, and to identify opportunities for targeted cooperative initiatives to improve student learning.

Similarly, department-specific results for Section III., Academic Advising Issues, were made available to Academic Advising Services, to identify opportunities for cooperative initiatives to improve undergraduate academic advising on campus.

Only the responses of May graduates are reported in the tables in this report, except where noted below. All responses to section VI., Plans After Graduation, were forwarded to Placement and Career Services, to assist in monitoring the after-graduation activities of our alumni. All responses to sections VII., Faculty Recognition, and VIII., Staff Recognition, were compiled and letters were sent to each faculty and staff member mentioned, informing them that some graduating student had identified them as having had a memorable influence on their academic development at UNI.

A special addendum on 'memorable faculty' is included this year due to the high number of inquiries and comments received in this office regarding the +750 letters that were sent to faculty and staff commending them for having been a positive influence on the academic development of this year's graduates.

College comparisons are found in table form in Appendix C and in graph form within each respective section.

METHOD

This survey was administered during commencement rehearsal in the UNI-DOME, Saturday, May 14, 1994. All UNI students who intended to graduate with a bachelor's or graduate degree in May or August of 1994 were invited to participate in commencement. Approximately 1400 of the 1500 students eligible to participate attended this mandatory rehearsal.

Survey questionnaires and pencils were distributed by hand to all rehearsal participants and completed forms were collected that morning. The total number of completed questionnaires collected was 1396. Of these, 892 were identified as the responses of May BA/BS graduates. Data from all forms was entered into a database for processing. Only the responses from May BA/BS degree recipients were analyzed for this report.

Respondents' student ID numbers, as reported on the questionnaire, were matched with the ID's of May degree recipients, after completion of final spring semester degree audits, to determine which subjects' responses to retain for analysis, and to collect information on background variables not collected on the form. Degree audits and demographic information were provided by the registrar's office.

This convenience sampling method is susceptible to systematic non-response bias. As with any survey, judgment is called for when interpreting these results. Sample/cohort comparisons on key demographic variables are included to assist in making informed decisions about the appropriateness of specific uses of these findings. For a discussion of the limitations of interpreting the 'memorable faculty' and 'memorable staff' items, see Appendix B.

Some subgroups were so small that it was impossible to report even aggregated results without violating subject confidentiality. In these instances, tables requiring modification have been so designated, or, as in the case of ethnic background, data by group has not been reported at all.

Formal statistical tests of between-group differences was not a priority in preparing this report. Rather, attention was devoted to general trends and to the practical significance of any differences reported. An effort was made to provide sufficient detail to satisfy the needs of most audiences. It is understood that interpretations of these data may differ among informed readers. Individuals concerned about the interpretation of these data, including formal tests of statistical significance, are invited to contact Institutional Research.

DEMOGRAPHICS OF THE POPULATION AND SAMPLE

A total of 1277 students were awarded undergraduate degrees from UNI in May, 1994. Of these, a total of 892 completed the survey, for an overall response rate of 70%.

Table 1. Gender Distribution of Cohort and Sample

SEX	Graduation Cohort		Sample		
	Frequency	%	Frequency	%	As % of Cohort
Female	690	54.0%	516	57.8%	74.8%
Male	587	46.0	376	42.2	64.1
Total	1277	100.0	892	100.0	69.9

Table 1 reports responses by sex of respondent. Females, who comprised 54% of the cohort, completed 58% of the processed questionnaires. Thus, 75% of the female cohort was included in these findings, while 64% of the male cohort was included.

Table 2. Ethnic Distribution of Cohort and Sample

ETHNIC GROUP	Graduation Cohort		Sample		
	Frequency	%	Frequency	%	As % of Cohort
White	1198	93.8%	845	94.7%	70.5%
African American	15	1.2	9	1.0	60.0
Asian	6	.5	5	.6	83.3
Hispanic	8	.6	6	.7	75.0
Non-resident Alien	5	.4	3	.3	60.0
Unknown	45	3.5	24	2.7	53.3
Total	1277	100.0	892	100.0	69.9

Ethnic distribution is summarized in Table 2. Blacks are underrepresented in the sample, as were the group of graduates whose ethnic affiliation was "unknown". Since the numbers in all minority groups are small, no separate item analyses were conducted by ethnic group.

Table 3. First Semester of Enrollment at UNI

FIRST SEMESTER	Graduation Cohort		Sample		
	Frequency	%	Frequency	%	As % of Cohort
Before Fall 1985	54	4.2%	26	2.9%	48.1%
Fall 1985	11	.9	2	.2	18.2
Spring 1986	1	.1	1	.1	100.0
Fall 1986	9	.7	6	.7	66.7
Spring 1987	2	.2	1	.1	50.0
Summer 1987	2	.2	1	.1	50.0
Fall 1987	18	1.4	8	.9	44.4
Spring 1988	3	.2	1	.1	33.3
Fall 1988	49	3.8	26	2.9	53.1
Spring 1989	8	.6	6	.7	75.0
Summer 1989	6	.5	5	.6	83.3
Fall 1989	297	23.3	203	22.8	68.4
Spring 1990	22	1.7	17	1.9	77.3
Summer 1990	6	.5	5	.6	83.3
Fall 1990	460	36.0	358	40.1	77.8
Spring 1991	27	2.1	19	2.1	70.4
Summer 1991	6	.5	4	.4	66.7
Fall 1991	179	14.0	122	13.7	68.2
Spring 1992	29	2.3	21	2.4	72.4
Summer 1992	15	1.2	8	.9	53.3
Fall 1992	71	5.6	52	5.8	73.2
Fall 1993	2	.2			0.0
Total	1277	100.4	892	100.0	69.9

Information in Table 3, first semester enrolled at UNI, is provided in part to document the time span over which this graduation cohort worked toward their degrees. Within the cohort, 87% first entered UNI during a fall term, compared with 89% of respondents. Students who began before fall 1985 represented 4% of the cohort and 3% of the sample. Sixty-two percent of the cohort and 66% of the sample completed their degrees within four years of first enrolling at UNI. Students who first enrolled at UNI prior to fall 1989, comprised 8% of the cohort and 13% of the sample.

Table 4. Total CREDITS earned by COLLEGE, May 1994 UNI BA/BS Graduates

Page 1 of 1

COLLEGE	n (college %)	CREDITS								
		2nd BA	120-129	130-139	140-149	150-159	160-169	170-179	> 180	
CONT ED.	n		38	16	8	6	2			70
	%		54.3	22.9	11.4	8.6	2.9			5.5
BUS	n	10	216	75	39	19	6	3		368
	%	2.7	58.7	20.4	10.6	5.2	1.6	.8		28.8
EDUC	n	12	9	59	69	53	22	7	6	237
	%	5.1	3.8	24.9	29.1	22.4	9.3	3.0	2.5	18.6
CHFA	n	3	87	45	35	18	14	8	4	214
	%	1.4	40.7	21.0	16.4	8.4	6.5	3.7	1.9	16.8
CNS	n	5	59	45	24	18	10	3	4	168
	%	3.0	35.1	26.8	14.3	10.7	6.0	1.8	2.4	13.2
CSBS	n	8	106	52	28	12	7	2	5	220
	%	3.6	48.2	23.6	12.7	5.5	3.2	.9	2.3	17.2
Column Total		38	515	292	203	126	61	23	19	1277
		3.0	40.3	22.9	15.9	9.9	4.8	1.8	1.5	100.0

Table 4 summarizes the number of credits earned at graduation, by college in which the degree was awarded. Total credits earned includes credits at other institutions that were accepted and counted for credit at UNI. Second BA/BS degree recipients are counted as a separate category in this table. Approximately 40% graduated with 120-129 credits and 8% graduated with 160 credits or more. Because of confidentiality issues related to small cell sizes, breakouts by department and program are not included in this report, but are available upon request from Institutional Research.

Table 5. Total Credits Earned at Graduation, by Admission Group

College	First Admitted as Transfer Students			First Admitted as First Semester Freshmen				
	N	Mean	sd	N	Mean	sd	t	sig
BUS	121	130.96	17.80	239	129.77	12.97	-.72	.473
EDUC	104	144.67	23.39	127	142.72	19.26	-.69	.488
CHFA	65	140.54	20.67	147	136.50	16.50	-1.52	.131
CNS	56	143.38	15.37	104	134.48	19.92	-2.91	.004*
CSBS	85	134.88	21.33	120	130.69	14.93	-1.66	.099
CONT	32	133.54	10.63	32	130.75	9.05	-1.13	.264

Total 463 137.78 20.31 769 134.02 16.66 -3.53 .000*

* two-tailed t, pooled variance estimate, experiment-wise type 1 error probability: $p < (.05)/7 = .007$

Because the total number of credits earned at graduation includes transfer credit, the number of credits earned by transfer students was compared with the number of credit hours earned by students who first enrolled as first semester freshmen. These results are reported in table 5. On average, transfer students graduated with 3.8 more credit hours than did students who spent their entire undergraduate career at UNI. Within the College of Natural Science this difference was 8.9 credits.

Table 6. Cohort and Sample Distribution by Academic Unit

COLLEGE	Graduation Cohort		Sample		
	Frequency	%	Frequency	%	As % of Cohort
CONT ED	70	5.5%	39	4.4%	55.7%
CBA	368	28.8	266	29.8	72.3
COE	237	18.6	165	18.5	69.6
CHFA	214	16.8	155	17.4	72.4
CNS	168	13.2	112	12.6	66.7
CSBS	220	17.2	155	17.4	70.5
Total	1277	100.1%	892	100.1%	69.9%
DISTRIBUTION BY COLLEGE AND DEPARTMENT					
Continuing Education					
General Studies	70	5.5%	39	4.4%	55.7%
College of Business Administration					
Accounting	156	12.2	111	12.4	71.2
Marketing	53	4.2	38	4.3	71.7
Management	98	7.7	73	8.2	74.5
Finance	55	4.3	40	4.5	72.7
Economics	6	.5	4	.4	66.7
College of Education					
Curric & Instr	188	14.7	138	15.5	73.4
Special Ed.	10	.8	7	.8	70.0
Health, PE & LS	39	3.1	20	2.2	51.3
College of Humanities and Fine Arts					
Comm. Studies	69	5.4	51	5.7	73.9
Theatre	8	.6	6	.7	75.0
Comm. Disorders	28	2.2	22	2.5	78.6
School of Music	17	1.3	9	1.0	52.9
Art	18	1.4	14	1.6	77.8
English Lang & Lit	49	3.8	33	3.7	67.3
Philosophy & Religion	10	.8	7	.8	70.0
Modern Languages	15	1.2	13	1.5	86.7
College of Natural Sciences					
Industrial Tech	51	4.0	31	3.5	60.8
Mathematics	19	1.5	13	1.5	68.4
Computer Science	16	1.3	11	1.2	68.8
Science Ed.	17	1.3	11	1.2	64.7
Biology	45	3.5	33	3.7	73.3
Chemistry	14	1.1	7	.8	50.0
Earth Science	5	.4	5	.5	100.0
Physics	1	.1	1	.1	100.0
College of Social and Behavioral Sciences					
Des, Fam, and Cons	24	.3	16	1.8	66.7
Psychology	41	1.9	32	3.6	78.0
Social Work	28	3.2	23	2.6	82.1
Social Science Ed.	20	2.2	12	1.3	60.0
Political Science	23	1.6	16	1.8	69.6
History	31	1.8	16	1.8	51.6
Geography	4	2.4	3	.3	75.0
Soc. & Anthro.	49	3.8	37	4.1	75.5
Total	1277	100.1%	892	100.0%	69.9%

Response rate by college, reported in Table 6, ranged from 56% for Continuing Education (i.e., General Studies, Liberal Studies, Individual Studies) to 72% for Humanities and Fine Arts. The departments of Accounting and Curriculum & Instruction accounted for 27% of all degree recipients and 28% of the sample. Response rate by department ranged from 50% of 14 graduates in Chemistry to 100% in Physics and Earth Science, which graduated 1 and 5 students respectively.

Section I:
Teaching and Learning Environment

Findings: Section I. Teaching and Learning Environment

Four questions were asked regarding general issues in teaching and learning. Campus-wide results are reported in Table 1.1(a) and 1.1(b); comparisons by college are represented in figures 1.1 to 1.4 and reported in detail in Tables 1.2-1.7.

The quality of undergraduate teaching appears to meet the expectations of our graduates. Over 91% of subjects responded 'satisfied' or 'very satisfied' with the overall quality of teaching at UNI. This high satisfaction level was consistent across colleges, ranging from 86% for students in Social and Behavioral Sciences to 98% in Education.

Table 1.1(a) Overall Responses
Section I: Teaching and Learning Environment.

	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Dis-satisfied</u>		<u>Very Dis-satisfied</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Overall quality of teaching at UNI.	226	25.5%	586	66.2%	54	6.1%	19	2.1%		
Quality of Gen. Ed. courses.	65	7.4%	516	58.6%	185	21.0%	30	3.4%	85	9.6%
Clarity of purpose of Gen. Ed. courses.	54	6.1%	411	46.8%	267	30.4%	62	7.1%	85	9.7%
Availability of courses.	63	7.2%	377	42.9%	313	35.6%	122	13.9%	3	.3%

Student satisfaction levels with the general education program were not as high, but were still positive overall. The quality of General Education courses received positive responses from 65% of this sample of graduates. Clarity of purpose was not viewed as favorably, with 55% satisfied ('satisfied' or 'very satisfied'). Comparisons by college showed that students enrolled in interdisciplinary studies programs (referred to in this report as Continuing Education) were noticeably more favorably impressed (71%) with the quality and clarity of purpose of Gen. Ed. courses than the campus average (53%).

Availability of courses was a sore subject for many graduates, generating negative responses from half (49.5%) of our respondents. Satisfaction levels by college varied from a low of 45% positive responses in Continuing Education to a high of 57% positive in Humanities and Fine Arts. The relationship between year of first enrollment as a new freshman and satisfaction with availability of courses (see Table 1.1(b)) was tested using a χ^2 analysis. Due to small cell sizes, only responses for the '89 and '90 freshman cohorts were compared. No statistically significant differences were found ($\chi^2=5.3685$, $df=3$, $p=.146$). However, frequency counts show that the relative satisfaction levels of 4-year and 5-year degree completers varied by college.

Although overall satisfaction with undergraduate teaching is very high among this sample of graduates, 30%-40% of this group were dissatisfied with the quality or clarity of purpose of their general education courses. One-half of the respondents to this survey expressed dissatisfaction with the availability of courses.

Table 1.1(b) Satisfaction with Course Availability,
By Year Enrolled at UNI as a First Semester Freshman.

Comparison Group	First Year		Very Satisf.	Satisf.	Dis-Satisf.	Very Dis-Satisf.	Within Unit Portion
Cohort	'89	N	19	80	77	25	201
		%	9.5	39.8	38.3	12.4	38.9%
	'90	N	15	124	126	51	316
		%	4.7	39.2	39.9	16.1	61.1%
BUS	'89	n	3	23	20	6	52
		%	5.8	44.2	38.5	11.5	29.2%
	'90	n	5	45	47	29	126
		%	4.0	35.7	37.3	23.0	70.8%
EDUC	'89	n	4	17	16	6	43
		%	9.3	39.5	37.2	14.0	56.6%
	'90	n	2	8	21	2	33
		%	6.1	24.2	63.6	6.1	43.4%
CHFA	'89	n	7	14	11	5	37
		%	18.9	37.8	29.7	13.5	35.9%
	'90	n	6	31	26	3	66
		%	9.1	47.0	39.4	4.5	64.1%
CNS	'89	n	4	16	9	3	32
		%	12.5	50.0	28.1	9.4	45.7%
	'90	n	2	16	14	6	38
		%	5.3	42.1	36.8	15.8	54.3%
CSBS	'89	n	1	7	15	4	27
		%	3.7	25.9	55.6	14.8	35.1%
	'90	n		22	17	11	50
		%		44.0	34.0	22.0	64.9%
CONT	'89	n		3	6	1	10
		%		30.0	60.0	10.0	76.9%
	'90	n		2	1		3
		%		66.7	33.3		23.1%
Column Total			34	204	203	76	517
			6.6%	39.5%	39.3%	14.7%	100.0%

**Table 1.2 College of Business Administration
Section I: Teaching and Learning Environment.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-satisfied</u> count %		<u>Very Dis-satisfied</u> count %		<u>Does Not Apply</u> count %	
Overall quality of teaching at UNI.	60	22.6%	190	71.4%	9	3.4%	7	2.6%		
Quality of Gen. Ed. courses.	13	4.9%	166	62.6%	53	20.0%	10	3.8%	23	8.7%
Clarity of purpose of Gen. Ed. courses.	16	6.1%	115	43.6%	86	32.6%	23	8.7%	24	9.1%
Availability of courses.	14	5.3%	118	44.7%	86	32.6%	45	17.0%	1	.4%

**Table 1.3 College of Education
Section I: Teaching and Learning Environment.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Overall quality of teaching at UNI.	63	38.7%	96	58.9%	4	2.5%				
Quality of Gen. Ed. courses.	13	8.0%	92	56.8%	28	17.3%	2	1.2%	27	16.7%
Clarity of purpose of Gen. Ed. courses.	10	6.2%	83	51.2%	31	19.1%	12	7.4%	26	16.0%
Availability of courses.	11	6.8%	73	45.3%	62	38.5%	15	9.3%		

**Table 1.4 College of Humanities and Fine Arts
Section I: Teaching and Learning Environment.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Overall quality of teaching at UNI.	37	24.3%	102	67.1%	10	6.6%	3	2.0%		
Quality of Gen. Ed. courses.	9	6.0%	83	55.0%	41	27.2%	9	6.0%	9	6.0%
Clarity of purpose of Gen. Ed. courses.	7	4.6%	66	43.7%	59	39.1%	9	6.0%	10	6.6%
Availability of courses.	17	11.3%	69	45.7%	52	34.4%	13	8.6%		

**Table 1.5 College of Natural Sciences
Section I: Teaching and Learning Environment.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Overall quality of teaching at UNI.	19	17.1%	78	70.3%	11	9.9%	3	2.7%		
Quality of Gen. Ed. courses.	15	13.5%	64	57.7%	22	19.8%	2	1.8%	8	7.2%
Clarity of purpose of Gen. Ed. courses.	11	10.0%	51	46.4%	33	30.0%	7	6.4%	8	7.3%
Availability of courses.	11	9.9%	45	40.5%	36	32.4%	19	17.1%		

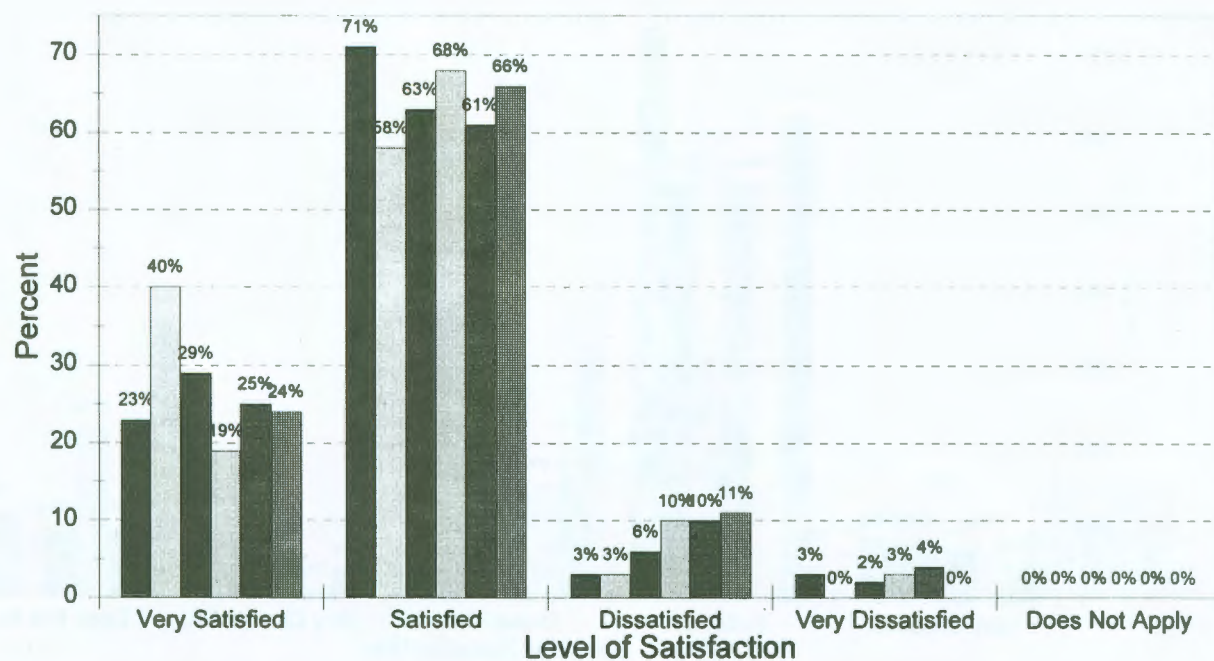
**Table 1.6 College of Social and Behavioral Sciences
Section I: Teaching and Learning Environment.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Overall quality of teaching at UNI.	38	24.5%	95	61.3%	16	10.3%	6	3.9%		
Quality of Gen. Ed. courses.	12	7.8%	83	53.9%	37	24.0%	6	3.9%	16	10.4%
Clarity of purpose of Gen. Ed. courses.	8	5.2%	71	46.1%	49	31.8%	11	7.1%	15	9.7%
Availability of courses.	7	4.6%	58	37.9%	61	39.9%	25	16.3%	2	1.3%

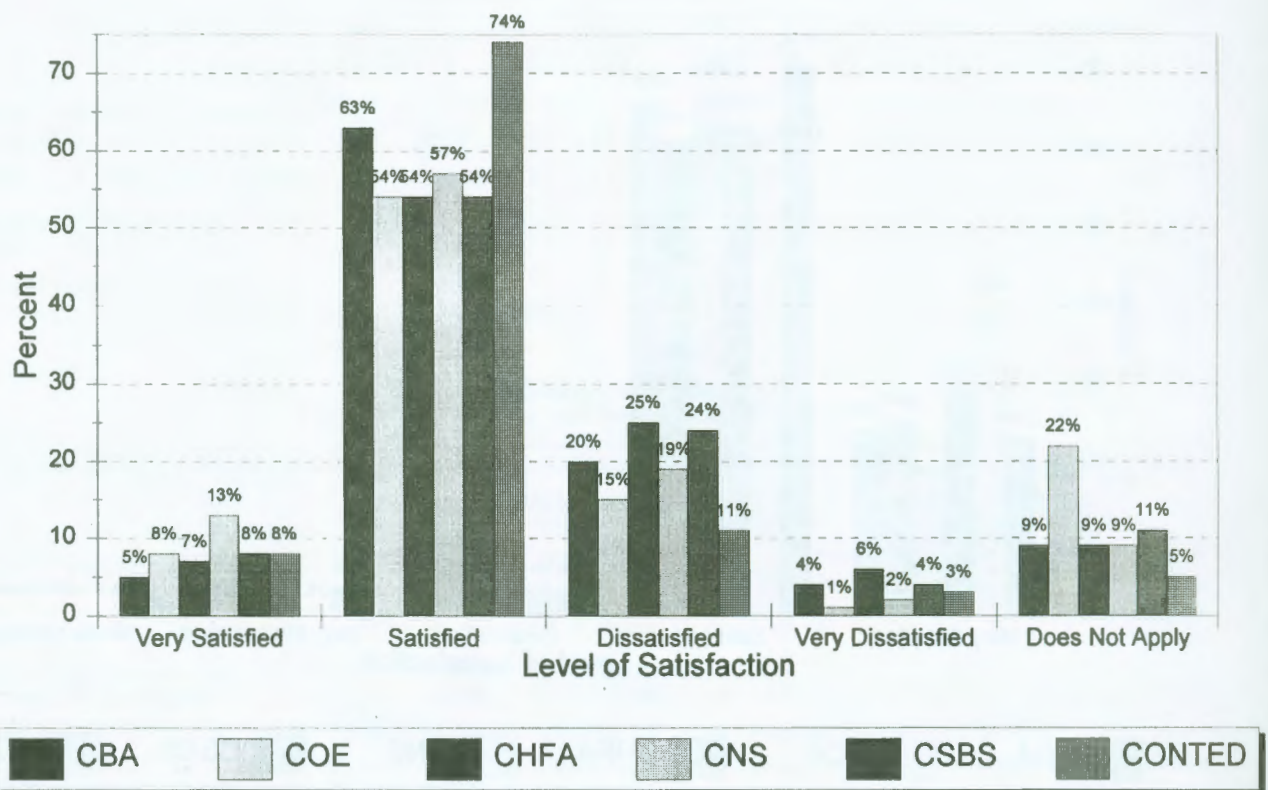
**Table 1.7 Continuing Education
Section I: Teaching and Learning Environment.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-satisfied</u> count %		<u>Very Dis-satisfied</u> count %		<u>Does Not Apply</u> count %	
Overall quality of teaching at UNI.	9	23.7%	25	65.8%	4	10.5%				
Quality of Gen. Ed. courses.	3	7.9%	28	73.7%	4	10.5%	1	2.6%	2	5.3%
Clarity of purpose of Gen. Ed. courses.	2	5.3%	25	65.8%	9	23.7%	2	5.3%		
Availability of courses.	3	7.9%	14	36.8%	16	42.1%	5	13.2%		

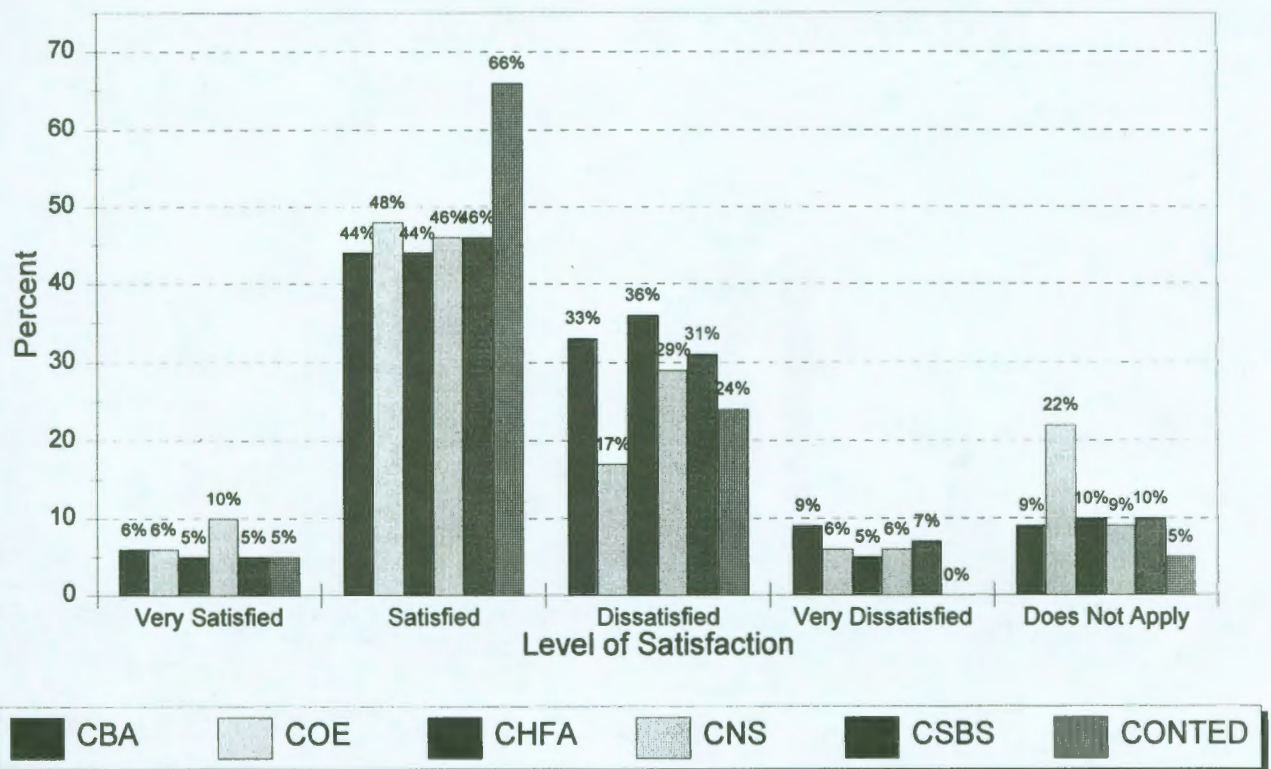
Satisfaction with Quality of Teaching



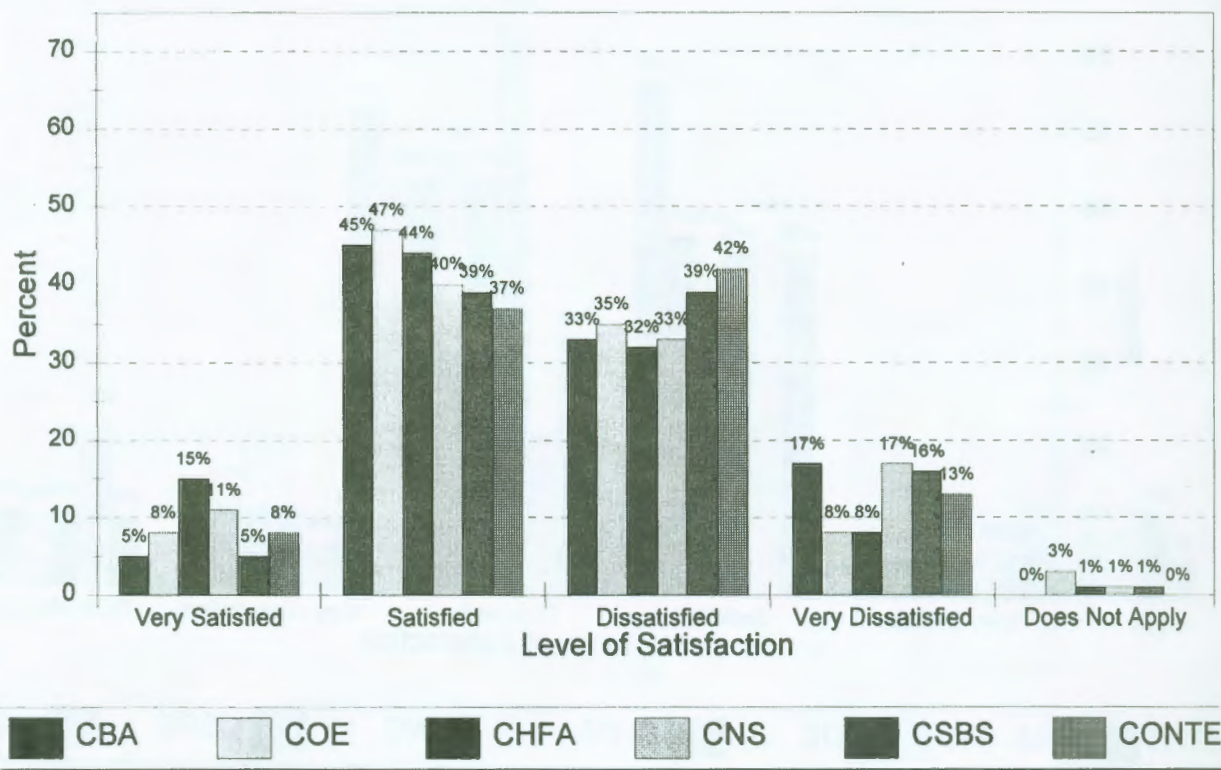
Satisfaction with General Education



Clarity of Purpose - General Education



Availability of Courses



Section II:
Computing and Information Technologies

Findings: Section II. Computing and Information Technologies

Eight questions were asked of graduating seniors regarding their views on the quality and availability of computer-related equipment and instructional assistance. The set of questions was developed to evaluate satisfaction levels for services provided centrally as well as at the college, department, and individual course/faculty level. Overall responses are reported in Table 2.1. Comparisons by college are reported in Tables 2.2-2.7 and figures 2.1-2.8.

Table 2.1 Overall Responses
Section II: Computing and Information Technologies.

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-satisfied</u> count %		<u>Very Dis-satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of faculty assistance in computer-related coursework.	70	7.9%	429	48.4%	236	26.6%	64	7.2%	87	9.8%
College/department computer labs.	109	12.4%	470	53.3%	161	18.3%	48	5.4%	93	10.6%
Central Computer Centers: Redeker, Towers, LIB 114, BUS 25, ITC 24, SEC 123.	103	11.7%	508	57.7%	155	17.6%	30	3.4%	84	9.5%
Central Consulting Center (Help Line: ph. #5555; BUS room 27).	76	8.6%	324	36.8%	85	9.7%	22	2.5%	373	42.4%
Quality of computing equipment available to me on campus.	166	18.8%	516	58.3%	149	16.8%	28	3.2%	26	2.9%
Availability of computing equipment on campus.	100	11.2%	426	47.9%	266	29.9%	71	8.0%	26	2.9%
Use of student computer fees.	48	5.5%	340	38.7%	284	32.3%	174	19.8%	33	3.8%
Competitiveness of the computing skills I received at UNI.	65	7.4%	441	50.3%	198	22.6%	50	5.7%	123	14.0%

Overall, 56% of respondents were satisfied with the quality of the assistance they received from their faculty in computer-related coursework. By college, favorable responses ranged from 65% in Natural Sciences to 42% in Continuing Ed. and 43% in Humanities and Fine Arts. The portion of students who reported that this item did not apply to them ranges from a low of 3% in Business to 19% in CHFA and 18% in Continuing Education. These results suggest wide variations in the amount of emphasis placed on computing skills, as well as in the quality of instructional support provided. See fig. 2.1.

College level comparisons aside, it is worth noting that over 33% of our graduates reported being dissatisfied with the quality of instructional support they received in computer-related coursework. Other items in this section report satisfaction levels with the availability of equipment. Certainly there are circumstances in which hardware limitations influence or define the selection of instructional strategies; however, responses to this item raise questions specific to the effectiveness of current instructional approaches given current technologies and amount to a call for improvement of instructional practice, especially in some departments or colleges.

Satisfaction with college/department computer labs (66%) paralleled fairly closely the satisfaction level with central computer centers (69%) when overall ratings were compared. However, satisfaction levels by college reinforce the observation that wide variations exist across campus in the priority placed on computing. Whereas over 70% of subjects in Business, Education and Natural Sciences were satisfied with their college/department labs, Humanities and Fine Arts (44% satisfactory) and Social and Behavioral Sciences (53% satisfactory) earned relatively low positive responses, reflecting in part the uneven pace at which labs have emerged across campus. See fig 2.2.

Satisfaction with the central computer labs, 69% satisfied and 21% dissatisfied, varied by college in ways that did not reflect the same trends as did the set of items specifically focused on services provided by academic units. Of note is the observation that subjects in Humanities and Fine Arts and Social and Behavioral Sciences reported positive satisfaction levels comparable with the campus average. Excluding Continuing Education, positive responses by college ranged from 64% (Natural Sciences) to 76% (Business). See fig. 2.3.

The responses of general studies majors (Continuing Education, N=70; n=39) to these two items is intriguing. Despite an academically ambiguous identity on campus and survey responses which are consistently among the lowest on items related to computing services, a relatively high 65% of respondents in this group reported being satisfied with college/department level labs, compared with only 48% satisfied with central computer labs.

The portion of respondents who were dissatisfied with central computing labs (21%) was comparable to that for departmental computing labs (24%). Among subjects who offered an opinion about both items (n=736), 65% were satisfied with both service sources and 14% were not satisfied with either. Twelve percent were satisfied with the ISCS but not satisfied with departmental labs, while 9% were satisfied with departmental labs but not ISCS.

Presumably, the proliferation of departmental labs reflects local attempts to create environments more responsive to local needs. Is it acceptable to have 1 in 4 dissatisfied with centralized computing services? departmental services?

The Central Consulting Center reported the second lowest aggregate satisfaction level and the highest number of 'does not apply' responses in the survey. However, when only the 507 respondents with a positive or negative response were compared, 79% reported being satisfied with this service.

The quality and availability of computing equipment is the source of much discussion among students and faculty. Recent expansion of computing capabilities, resulting in relatively new hardware and software, may attribute for the high satisfaction level, 77%, with the quality of computing equipment on campus. Although differences do exist by college, these differences are not as dramatic as those found elsewhere in this survey.

Subjects were much more uniformly satisfied with the quality of computing equipment than they were with its availability. Fifty-nine percent of subjects were satisfied (including 11% very satisfied) with computer availability. Response profiles by college reveal some similarities with the profiles reported for other items related to computing services provided by academic units. Responses ranged from a low of 47% satisfied with computer availability in Humanities and Fine Arts to 68% in Education. See fig. 2.5

The level of student satisfaction with the use of computer fees was lower than on any other issue in this survey. Almost 20% of all respondents reported being very dissatisfied with how computer fees are being used; another 32% were dissatisfied, bringing the total level of dissatisfaction to 52%. By college, the portion of respondents who were dissatisfied with the way computer fees were used ranged from just under half (49% and 46%) in Business and Natural Sciences to a high of 57% in Humanities and Fine Arts. See fig. 2.7.

Wide variations exist by college in perceived competitiveness in computer-related skills, and in the importance of computing skills. Seventy-four percent of business majors reported satisfaction with the competitiveness of their computing skills, compared with a campus average of 58% satisfied. An alarming 28% of all respondents reported being dissatisfied with their level of computing skills. Outside of the College of Business, 18% of respondents reported that computing skill proficiency did not apply to them. See fig 2.8.

Although the quality of computing equipment on campus does not appear to be a major issue for our May, 1994, BA/BS graduates, responses from these eight items suggest that there are opportunities for improvement in the quality of instructional support and the availability of equipment being provided by some academic units.

**Table 2.2 College of Business Administration
Section II: Computing and Information Technologies.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-satisfied</u> count %		<u>Very Dis-satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of faculty assistance in computer-related coursework.	20	7.6%	139	52.7%	69	26.1%	27	10.2%	9	3.4%
College/department computer labs.	46	17.4%	155	58.7%	41	15.5%	9	3.4%	13	4.9%
Central Computer Centers: Redeker, Towers, LIB 114, BUS 25, ITC 24, SEC 123.	31	11.8%	167	63.5%	45	17.1%	9	3.4%	11	4.2%
Central Consulting Center (Help Line: ph. #5555; BUS room 27).	22	8.4%	114	43.5%	23	8.8%	2	.8%	101	38.5%
Quality of computing equipment available to me on campus.	53	20.0%	163	61.5%	43	16.2%	5	1.9%	1	.4%
Availability of computing equipment on campus.	25	9.4%	124	46.6%	90	33.8%	26	9.8%	1	.4%
Use of student computer fees.	13	5.0%	117	44.8%	87	33.3%	42	16.1%	2	.8%
Competitiveness of the computing skills I received at UNI.	27	10.2%	170	64.4%	50	18.9%	8	3.0%	9	3.4%

**Table 2.3 College of Education
Section II: Computing and Information Technologies.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of faculty assistance in computer-related coursework.	14	8.5%	92	56.1%	37	22.6%	8	4.9%	13	7.9%
College/department computer labs.	21	12.9%	103	63.2%	26	16.0%	2	1.2%	11	6.7%
Central Computer Centers: Redeker, Towers, LIB 114, BUS 25, ITC 24, SEC 123.	18	11.0%	99	60.7%	21	12.9%	2	1.2%	23	14.1%
Central Consulting Center (Help Line: ph. #5555; BUS room 27).	9	5.5%	56	34.4%	15	9.2%	2	1.2%	81	49.7%
Quality of computing equipment available to me on campus.	36	22.0%	101	61.6%	19	11.6%	2	1.2%	6	3.7%
Availability of computing equipment on campus.	26	15.8%	94	57.0%	33	20.0%	6	3.6%	6	3.6%
Use of student computer fees.	5	3.0%	67	40.9%	52	31.7%	37	22.6%	3	1.8%
Competitiveness of the computing skills I received at UNI.	5	3.1%	86	53.4%	38	23.6%	9	5.6%	23	14.3%

**Table 2.4 College of Humanities and Fine Arts
Section II: Computing and Information Technologies.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of faculty assistance in computer-related coursework.	9	5.8%	57	37.0%	51	33.1%	10	6.5%	27	17.5%
College/department computer labs.	8	5.2%	61	39.6%	38	24.7%	23	14.9%	24	15.6%
Central Computer Centers: Redeker, Towers, LIB 114, BUS 25, ITC 24, SEC 123.	18	11.7%	82	53.2%	33	21.4%	5	3.2%	16	10.4%
Central Consulting Center (Help Line: ph.#5555; BUS room 27).	11	7.2%	61	39.9%	15	9.8%	6	3.9%	60	39.2%
Quality of computing equipment available to me on campus.	23	15.1%	81	53.3%	33	21.7%	8	5.3%	7	4.6%
Availability of computing equipment on campus.	12	7.8%	60	39.0%	60	39.0%	15	9.7%	7	4.5%
Use of student computer fees.	8	5.2%	43	28.1%	60	39.2%	29	19.0%	13	8.5%
Competitiveness of the computing skills I received at UNI.	8	5.2%	59	38.6%	35	22.9%	14	9.2%	37	24.2%

**Table 2.5 College of Natural Sciences
Section II: Computing and Information Technologies.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of faculty assistance in computer-related coursework.	14	12.6%	60	54.1%	21	18.9%	9	8.1%	7	6.3%
College/department computer labs.	15	13.8%	65	59.6%	18	16.5%	6	5.5%	5	4.6%
Central Computer Centers: Redeker, Towers, LIB 114, BUS 25, ITC 24, SEC 123.	17	15.3%	56	50.5%	24	21.6%	5	4.5%	9	8.1%
Central Consulting Center (Help Line: ph. #5555; BUS room 27).	11	9.9%	42	37.8%	12	10.8%	4	3.6%	42	37.8%
Quality of computing equipment available to me on campus.	21	18.9%	58	52.3%	25	22.5%	3	2.7%	4	3.6%
Availability of computing equipment on campus.	15	13.5%	55	49.5%	29	26.1%	7	6.3%	5	4.5%
Use of student computer fees.	10	9.1%	46	41.8%	28	25.5%	22	20.0%	4	3.6%
Competitiveness of the computing skills I received at UNI.	16	14.4%	49	44.1%	29	26.1%	5	4.5%	12	10.8%

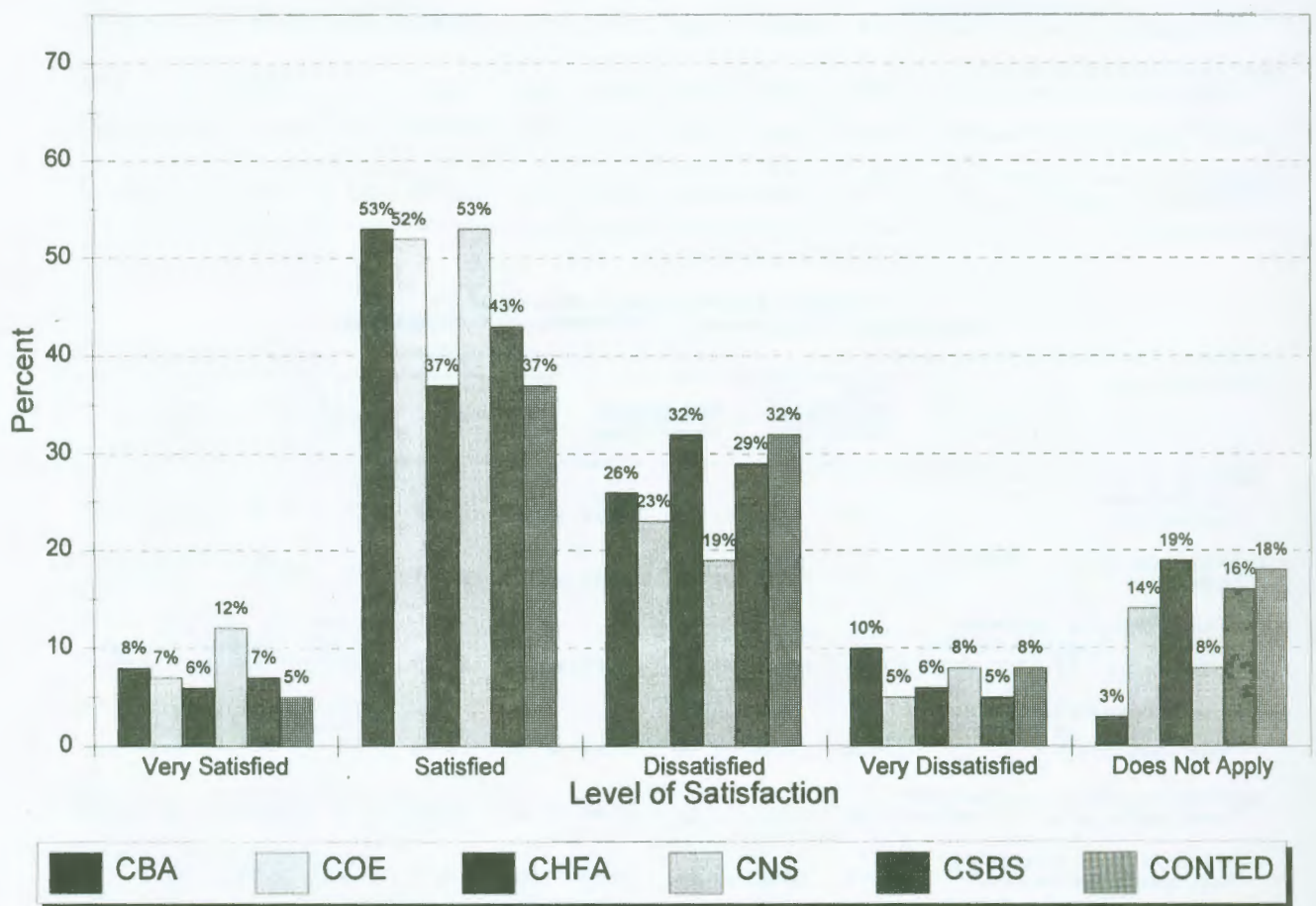
Table 2.6 College of Social and Behavioral Sciences
Section II: Computing and Information Technologies.

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of faculty assistance in computer-related coursework.	11	7.1%	67	43.2%	46	29.7%	7	4.5%	24	15.5%
College/department computer labs.	14	9.1%	67	43.5%	31	20.1%	8	5.2%	34	22.1%
Central Computer Centers: Redeker, Towers, LIB 114, BUS 25, ITC 24, SEC 123.	15	9.9%	90	59.6%	21	13.9%	8	5.3%	17	11.3%
Central Consulting Center (Help Line: ph. #5555; BUS room 27).	18	11.6%	42	27.1%	15	9.7%	8	5.2%	72	46.5%
Quality of computing equipment available to me on campus.	25	16.1%	95	61.3%	23	14.8%	9	5.8%	3	1.9%
Availability of computing equipment on campus.	15	9.7%	78	50.3%	44	28.4%	14	9.0%	4	2.6%
Use of student computer fees.	10	6.5%	55	35.5%	47	30.3%	35	22.6%	8	5.2%
Competitiveness of the computing skills I received at UNI.	7	4.6%	63	41.4%	35	23.0%	12	7.9%	35	23.0%

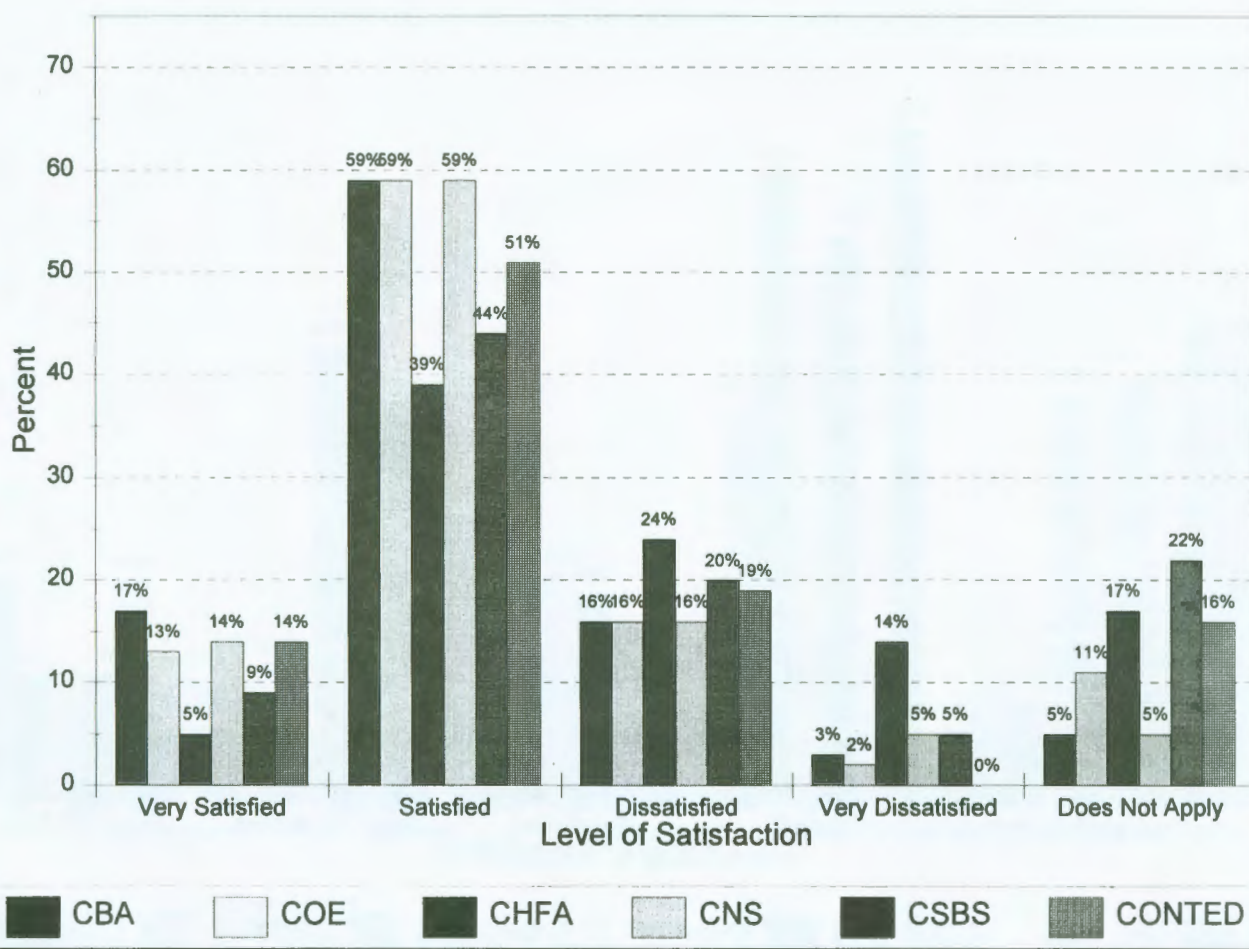
Table 2.7 Continuing Education
Section II: Computing and Information Technologies.

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-satisfied</u> count %		<u>Very Dis-satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of faculty assistance in computer-related coursework.	2	5.3%	14	36.8%	12	31.6%	3	7.9%	7	18.4%
College/department computer labs.	5	13.5%	19	51.4%	7	18.9%	6	16.2%		
Central Computer Centers: Redeker, Towers, LIB 114, BUS 25, ITC 24, SEC 123.	4	10.5%	14	36.8%	11	28.9%	1	2.6%	8	21.1%
Central Consulting Center (Help Line: ph. #5555; BUS room 27).	5	13.9%	9	25.0%	5	13.9%	17	47.2%		
Quality of computing equipment available to me on campus.	8	21.1%	18	47.4%	6	15.8%	1	2.6%	5	13.2%
Availability of computing equipment on campus.	7	18.4%	15	39.5%	10	26.3%	3	7.9%	3	7.9%
Use of student computer fees.	2	5.6%	12	33.3%	10	27.8%	9	25.0%	3	8.3%
Competitiveness of the computing skills I received at UNI.	2	5.6%	14	38.9%	11	30.6%	2	5.6%	7	19.4%

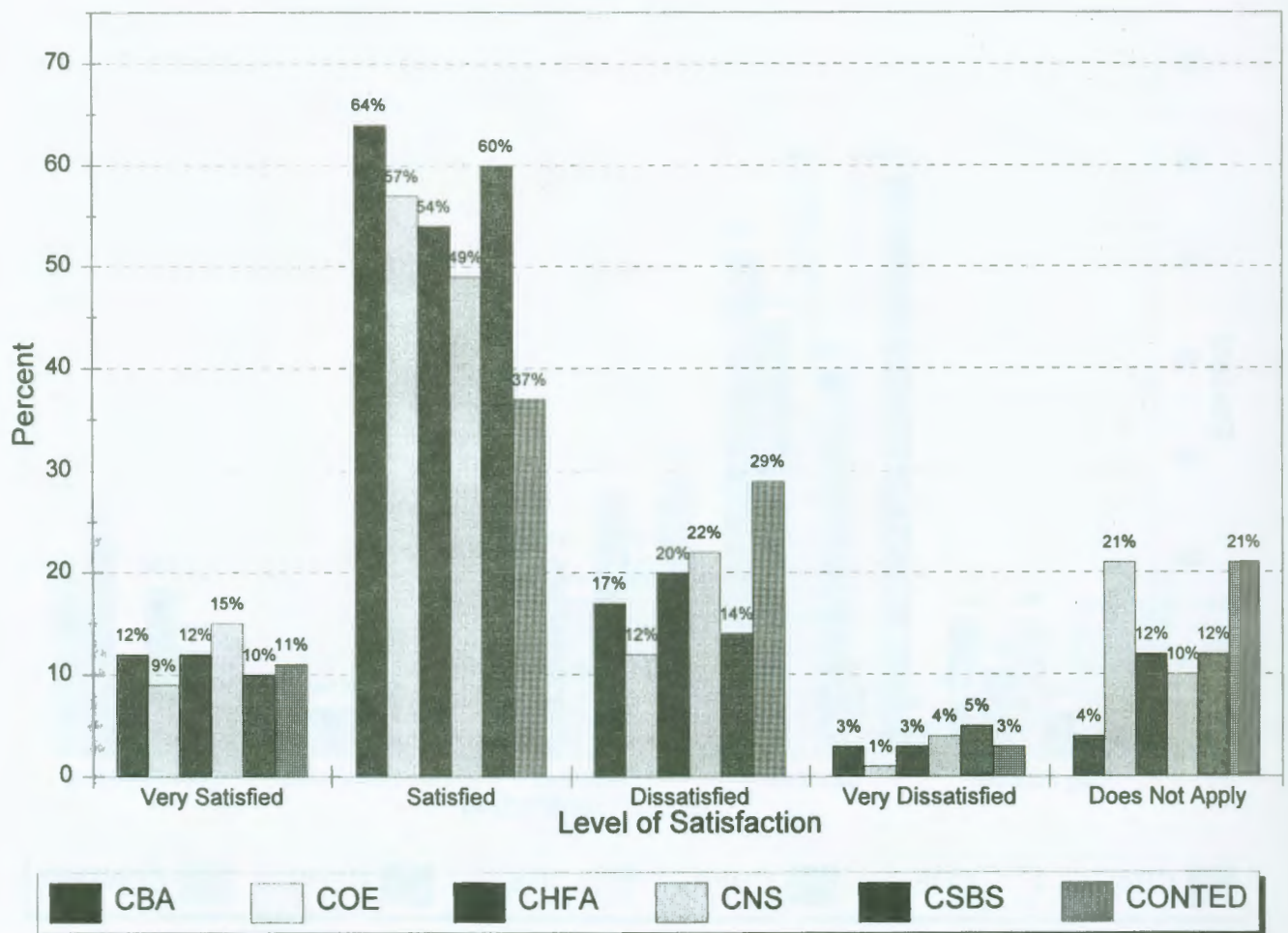
Quality of Faculty Assistance in Computer-related Coursework



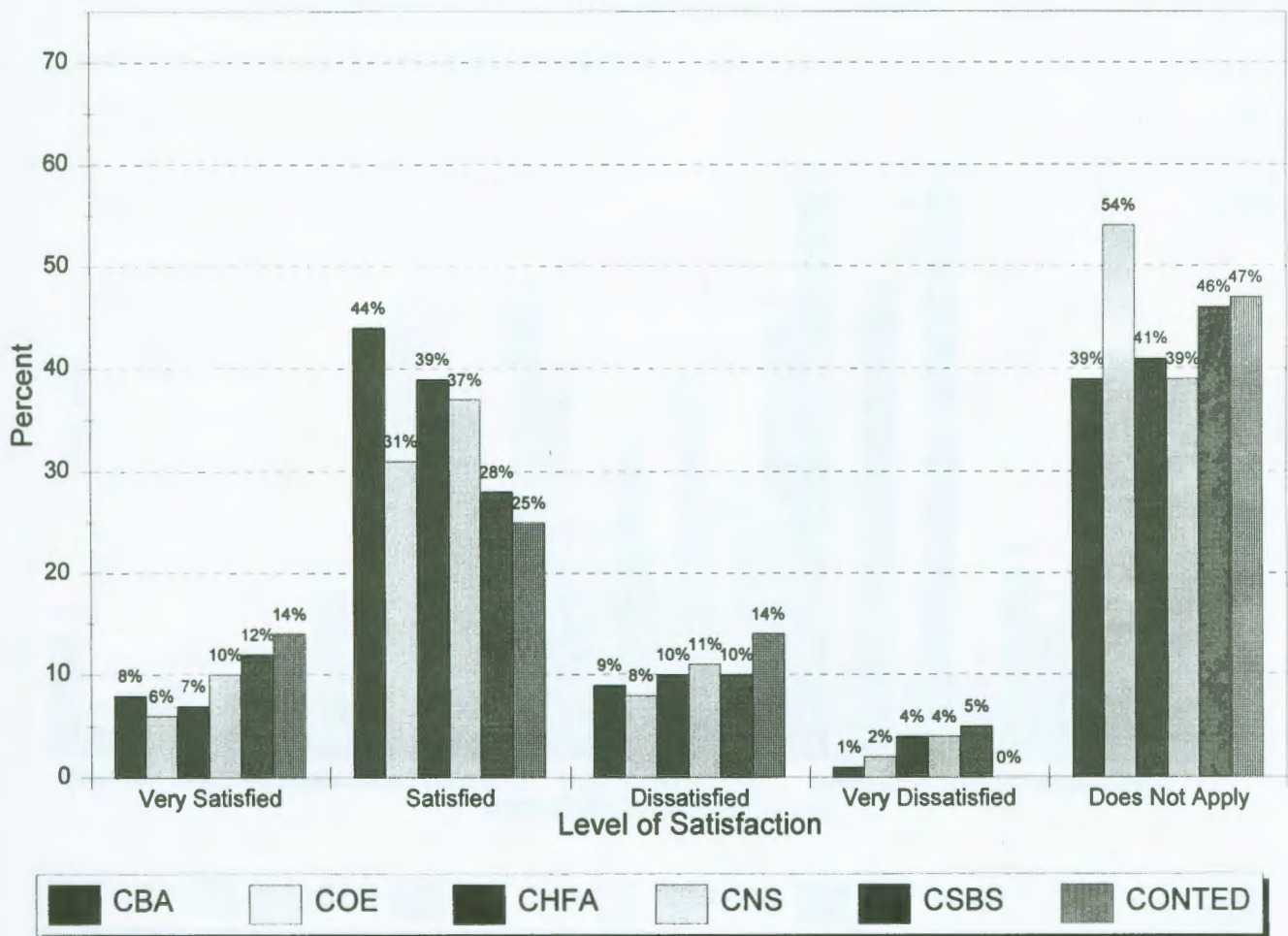
College/Departmental Computer Labs



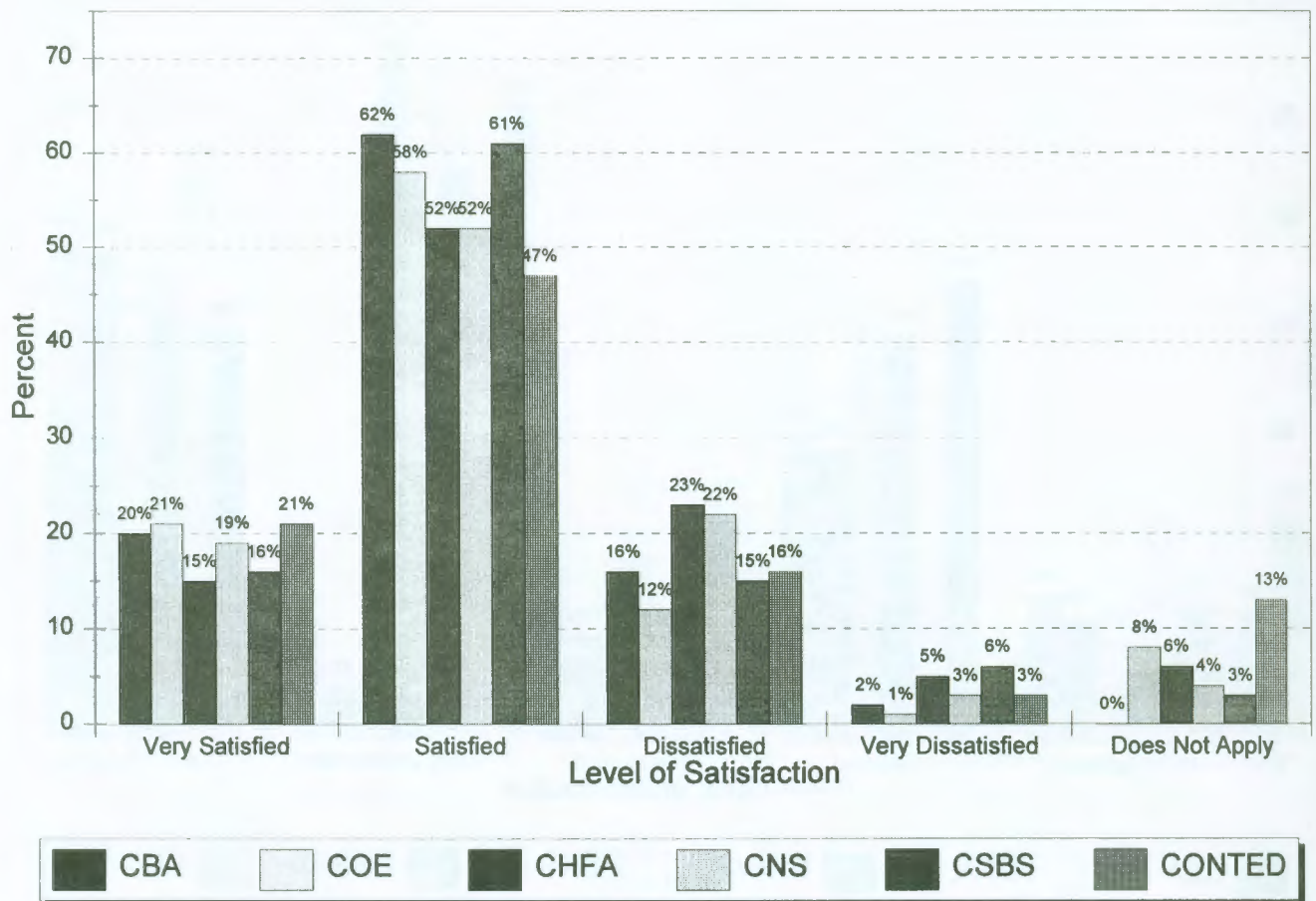
Central Computer Centers



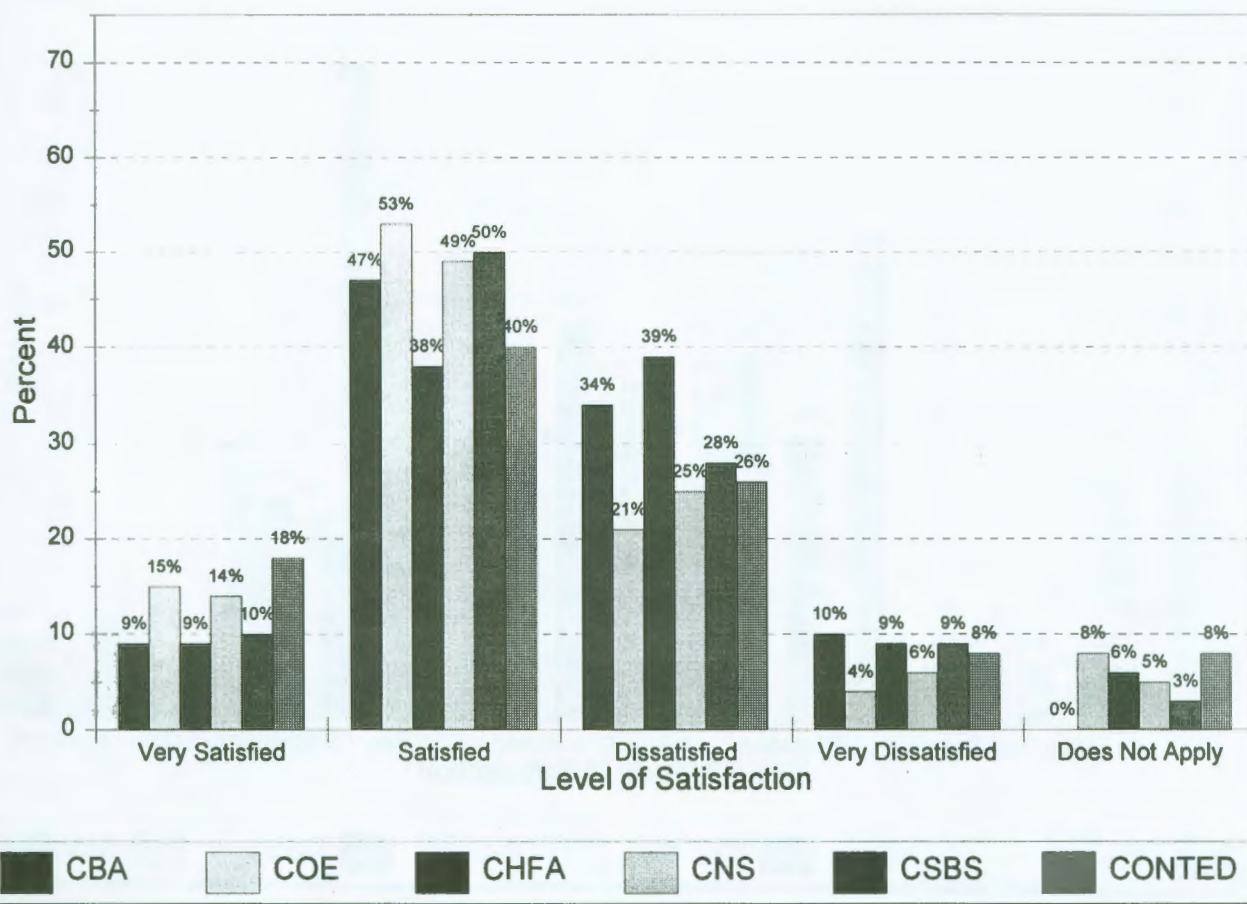
Central Consulting Center



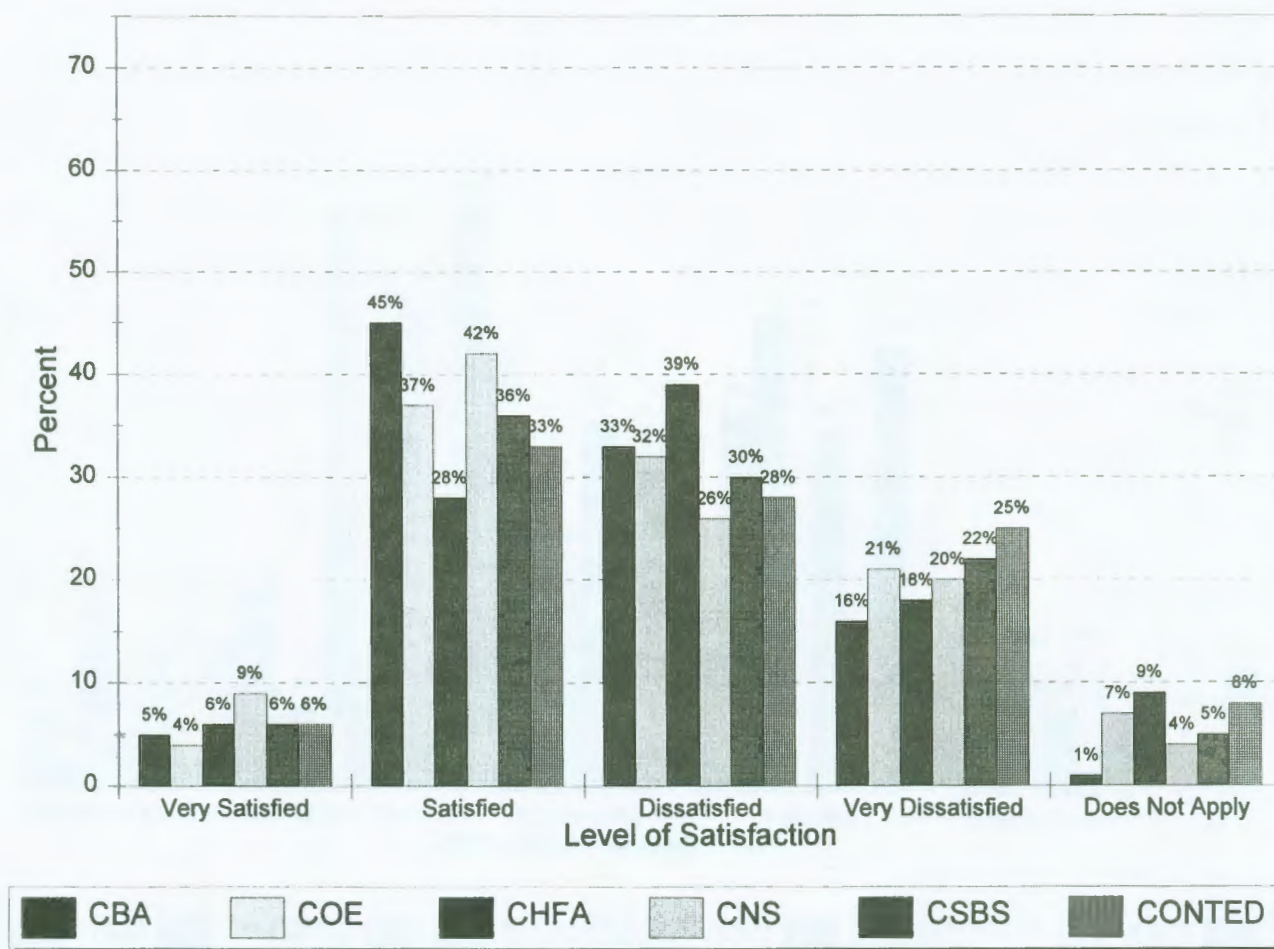
Quality of Computing Equipment Available to me on Campus



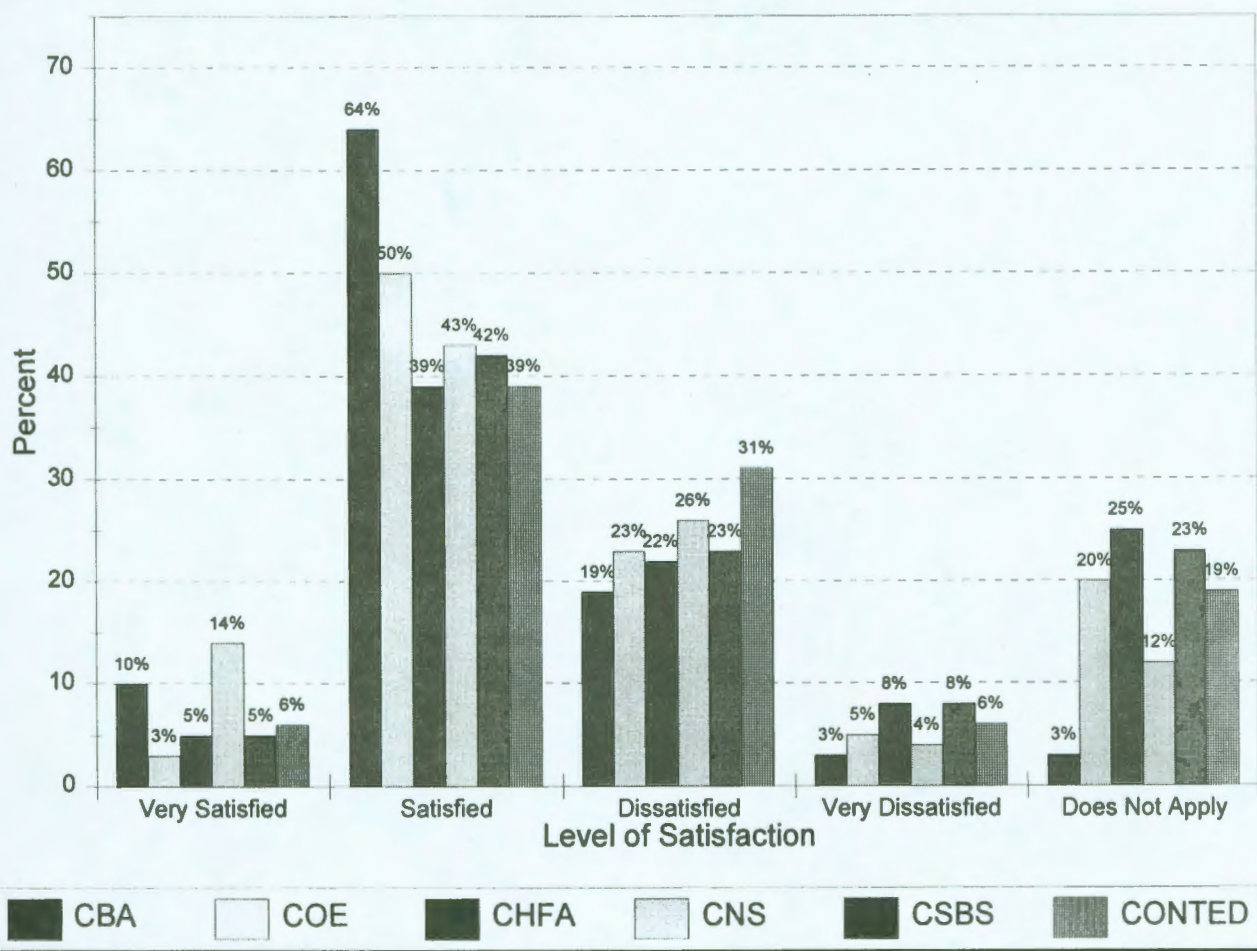
Availability of Computing Equipment



Uses of Student Computer Fees



Competitiveness of Computing Skills received at UNI



Section III:
Academic Advising Issues

Findings: Section III. Academic Advising Issues.

Seven items were included in the questionnaire regarding subject attitudes toward academic advising services provided formally and informally at the department, college, and campus levels. Separate questions were asked about the quality of advice provided by designated faculty advisors and advice received from other faculty. Separate items were included for each of the centralized advising centers located in the colleges of Education and Business; this complicates the interpretation of responses to many of the items in this section. Overall responses are reported in Table 3.1. College comparisons are reported in Tables 3.2-3.7 and Figures 3.1-3.7.

When asked about the quality of academic advising provided by designated faculty advisors, 36% reported being dissatisfied or very dissatisfied with the quality of the advising they received. Whereas satisfied respondents comprised 71% in Education and 79% in Continuing Ed. (41% very satisfied!), dissatisfaction levels approached or exceeded 40% in all other colleges. Among subjects in Business and Social and Behavioral Sciences, 17% and 16% were very dissatisfied. (Fifty-two of the 76 subjects who responded 'does not apply' graduated from Business; these subjects constituted 19% of the respondents of that college. Among respondents with an opinion, 48% were dissatisfied, including 22% very dissatisfied, with the quality of advising received from their designated faculty advisor within the College of Business). See fig 3.1.

Availability of faculty advisors was also a source of dissatisfaction among 30% of all respondents. By college, differences mirrored those for the quality of advising provided by designated advisors: Continuing Education (86% satisfied) and Education (70% satisfied) reported the highest satisfaction levels, and Business reported the lowest (52% positive responses). When the response set for business graduates was adjusted for the extremely high number of 'does not apply' responses, the adjusted percent responding positively was 62%, equivalent to the unadjusted campus average. See fig. 3.2.

Informal academic advising appears to provide students with a much more satisfactory experience than does contact with designated advisors. Responses indicate that 74% of our subjects received satisfactory information from faculty other than their designated advisors. The universal appeal of such informal sources was not confirmed, as 17% were dissatisfied with the advice received through such contacts.

Centralized efforts to provide academic advising services are provided by the colleges of Education and Business within Academic Affairs, and by Academic Advising Services within Educational and Student Services. Almost half (48%) of all respondents offered an opinion of the quality of advising received from Education's center, 43% offered an opinion about the center on the College of Business, and 46% offered their opinions about the advising program for undecided majors in the Academic Advising Center. It is clear from these responses that, regardless of degree path, individual students may seek academic advising assistance from a variety of sources, with varying degrees of satisfaction, while enrolled at UNI. Because of high numbers of non-respondents and 'does not apply' responses, numbers were interpreted two ways: non-respondents are represented as percents of all responses (as listed in tables 3.1-3.7) and as percents of respondents who had an opinion about the service center (see figures 3.4-3.7).

Among the 432 respondents who provided an opinion about the quality of assistance provided by the College of Education Advising Center, 37% graduated in the College of Education; the number graduating in other disciplines with a teaching emphasis has not been determined. Overall, 74% of subjects with an opinion were satisfied, and 26% were dissatisfied, with the quality of advising they received from this center. Within the College of Education, 79% were satisfied, and 20% were dissatisfied. Outside the College of Education, the lowest levels of satisfaction were reported among graduates from the College of Humanities and Fine Arts where 43% were dissatisfied (28% 'dissatisfied', 15% 'very dissatisfied') with this advising center. See fig 3.4.

Only one respondents from the College of Business did not answer the item about the quality of advising received from the college's central advising center. Among all respondents from the College of Business, 14% were 'very satisfied' and 53% were 'satisfied'. Thirty-five graduates, or 13%, reported that the services of this center did not apply to them.

Three hundred eighty-three subjects, or 43% of all survey respondents, offered an opinion about the quality of advising received from the College of Business advising center. Overall, 77% of those who offered an opinion were satisfied and 23% were dissatisfied. Within the College of Business, 16% were 'very satisfied' and 61% were 'satisfied'. Among graduates from other colleges, 34% from Natural Sciences and 35% from Humanities and Fine Arts were dissatisfied with the quality of assistance they received from the College of Business advising center. Another 26% of Natural Science subjects and 24% of Continuing Education respondents reported being 'very satisfied' with the quality of advising received from this office. See fig. 3.5.

Responses from 409 subjects provided insights into the quality of advice received by advisors assigned to undecided majors by Academic Advising Services. Of these, 72% were satisfied with the quality of advising they received. By college of graduation, the highest levels of dissatisfaction were reported from Humanities and Fine Arts and Continuing Education where 35% of subjects with an opinion were dissatisfied. See fig. 3.6.

Over 500 subjects reported their opinions of other services received from Academic Advising Services. Campus-wide, satisfaction with the quality of these services was 80%; one in five users reported being dissatisfied with the quality of assistance they received. The highest levels of dissatisfaction were recorded among respondents in the colleges of Humanities and Fine Arts and Social and Behavioral Sciences, of whom 25% of 179 respondents reported being dissatisfied. See fig. 3.7.

The quality of academic advising appears to vary widely across campus, and dissatisfaction levels of .20 to .40 suggest the need for improvement. The availability of faculty advisors also appears to warrant attention. Even within some centralized service centers, the ability to provide quality assistance for students in some disciplines could be improved. There is evidence that the needs and expectations of some students are not being effectively addressed. ~~colleges.~~ Philosophical differences among the various colleges in their approaches to academic advising may be due for review.

There is evidence that students do appreciate the efforts of some faculty; the number of students reporting being very satisfied is roughly equivalent to the number reporting being dissatisfied. Positive informal student-faculty interaction also appears to be a common phenomenon. The appropriateness of specific approaches to improvement should be reviewed in this light. Individual department totals have been forwarded to department heads and to Academic Advising Services to facilitate the development of collaborative strategies to improve service quality.

Table 3.1 Overall Responses
Section III: Academic Advising Issues.

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-satisfied</u> count %		<u>Very Dis-satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of academic advising provided by my designated faculty advisor.	123	13.9%	367	41.5%	204	23.1%	115	13.0%	76	8.6%
Availability of my faculty advisor.	152	17.2%	397	44.8%	172	19.4%	90	10.2%	75	8.5%
Quality of advising provided by faculty other than my designated advisor.	172	19.6%	477	54.4%	117	13.3%	34	3.9%	77	8.8%
Quality of assistance received from the College of Education advising center.	71	8.0%	247	28.0%	76	8.6%	38	4.3%	450	51.0%
Quality of assistance received from the College of Business advising center.	56	6.4%	238	27.0%	71	8.1%	18	2.0%	498	56.5%
Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.	71	8.1%	223	25.4%	71	8.1%	44	5.0%	470	53.5%
Quality of other advising received from Academic Advising Services.	69	7.9%	336	38.5%	68	7.8%	31	3.6%	368	42.2%

Table 3.2 College of Business Administration
Section III: Academic Advising Issues.

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-satisfied</u> count %		<u>Very Dis-satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of academic advising provided by my designated faculty advisor.	21	7.9%	90	34.0%	56	21.1%	47	17.7%	51	19.2%
Availability of my faculty advisor.	28	10.6%	108	40.8%	52	19.6%	32	12.1%	45	17.0%
Quality of advising provided by faculty other than my designated advisor.	59	22.5%	136	51.9%	31	11.8%	10	3.8%	26	9.9%
Quality of assistance received from the College of Education advising center.	14	5.3%	51	19.3%	12	4.5%	8	3.0%	179	67.8%
Quality of assistance received from the College of Business advising center.	37	14.0%	141	53.2%	43	16.2%	9	3.4%	35	13.2%
Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.	9	3.4%	62	23.5%	12	4.5%	12	4.5%	169	64.0%
Quality of other advising received from Academic Advising Services.	19	7.3%	101	38.7%	16	6.1%	6	2.3%	119	45.6%

**Table 3.3 College of Education
Section III: Academic Advising Issues.**

	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Dis-Satisfied</u>		<u>Very Dis-Satisfied</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Quality of academic advising provided by my designated faculty advisor.	30	18.4%	87	53.4%	27	16.6%	9	5.5%	10	6.1%
Availability of my faculty advisor.	24	14.5%	90	54.5%	27	16.4%	9	5.5%	15	9.1%
Quality of advising provided by faculty other than my designated advisor.	23	13.9%	108	65.5%	19	11.5%	3	1.8%	12	7.3%
Quality of assistance received from the College of Education advising center.	34	20.6%	93	56.4%	21	12.7%	11	6.7%	6	3.6%
Quality of assistance received from the College of Business advising center.	3	1.8%	34	20.6%	8	4.8%	120	72.7%		
Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.	7	4.3%	55	33.5%	16	9.8%	4	2.4%	82	50.0%
Quality of other advising received from Academic Advising Services.	11	6.8%	73	45.3%	9	5.6%	7	4.3%	61	37.9%

**Table 3.4 College of Humanities and Fine Arts
Section III: Academic Advising Issues.**

	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Dis-Satisfied</u>		<u>Very Dis-Satisfied</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Quality of academic advising provided by my designated faculty advisor.	24	15.6%	59	38.3%	49	31.8%	18	11.7%	4	2.6%
Availability of my faculty advisor.	33	21.4%	66	42.9%	32	20.8%	21	13.6%	2	1.3%
Quality of advising provided by faculty other than my designated advisor.	24	15.8%	84	55.3%	26	17.1%	9	5.9%	9	5.9%
Quality of assistance received from the College of Education advising center.	4	2.6%	30	19.5%	17	11.0%	9	5.8%	94	61.0%
Quality of assistance received from the College of Business advising center.	3	2.0%	16	10.5%	7	4.6%	3	2.0%	124	81.0%
Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.	15	9.9%	36	23.7%	16	10.5%	12	7.9%	73	48.0%
Quality of other advising received from Academic Advising Services.	9	5.9%	57	37.5%	13	8.6%	9	5.9%	64	42.1%

**Table 3.5 College of Natural Sciences
Section III: Academic Advising Issues.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of academic advising provided by my designated faculty advisor.	18	16.2%	46	41.4%	30	27.0%	14	12.6%	3	2.7%
Availability of my faculty advisor.	21	18.9%	52	46.8%	24	21.6%	12	10.8%	2	1.8%
Quality of advising provided by faculty other than my designated advisor.	27	24.8%	57	52.3%	9	8.3%	5	4.6%	11	10.1%
Quality of assistance received from the College of Education advising center.	7	6.4%	25	22.7%	9	8.2%	4	3.6%	65	59.1%
Quality of assistance received from the College of Business advising center.	7	6.4%	13	11.9%	3	2.8%	4	3.7%	82	75.2%
Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.	14	13.0%	19	17.6%	8	7.4%	3	2.8%	64	59.3%
Quality of other advising received from Academic Advising Services.	10	9.2%	34	31.2%	9	8.3%	1	.9%	55	50.5%

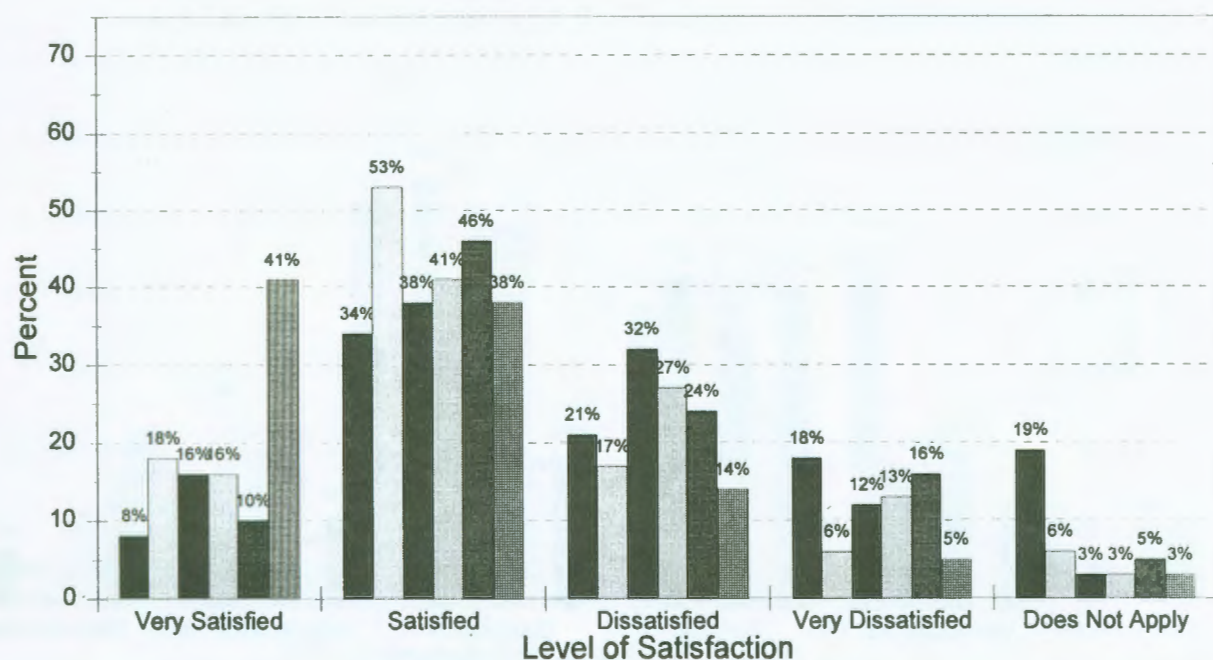
**Table 3.6 College of Social and Behavioral Sciences
Section III: Academic Advising Issues.**

	<u>Very Satisfied</u> count %		<u>Satisfied</u> count %		<u>Dis-Satisfied</u> count %		<u>Very Dis-Satisfied</u> count %		<u>Does Not Apply</u> count %	
Quality of academic advising provided by my designated faculty advisor.	15	9.7%	71	45.8%	37	23.9%	25	16.1%	7	4.5%
Availability of my faculty advisor.	29	18.7%	67	43.2%	34	21.9%	15	9.7%	10	6.5%
Quality of advising provided by faculty other than my designated advisor.	31	20.1%	75	48.7%	26	16.9%	7	4.5%	15	9.7%
Quality of assistance received from the College of Education advising center.	7	4.6%	35	22.9%	14	9.2%	5	3.3%	92	60.1%
Quality of assistance received from the College of Business advising center.	1	.7%	22	14.4%	6	3.9%	2	1.3%	122	79.7%
Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.	15	9.7%	43	27.7%	13	8.4%	9	5.8%	75	48.4%
Quality of other advising received from Academic Advising Services.	12	7.8%	56	36.6%	16	10.5%	7	4.6%	62	40.5%

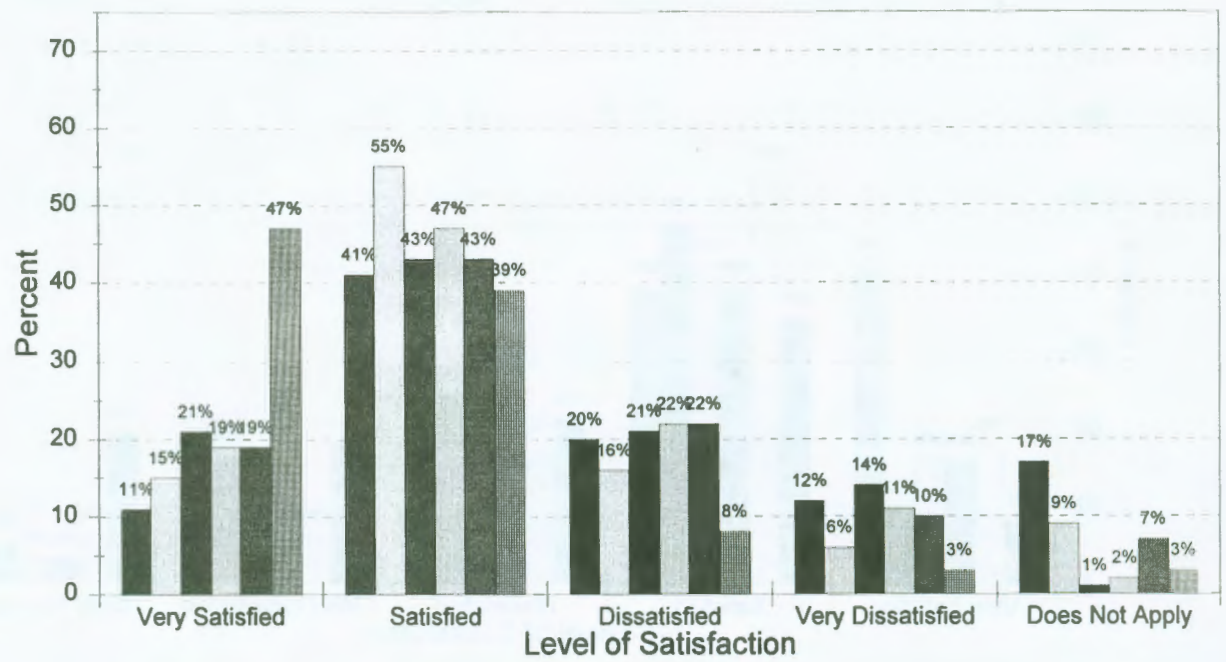
**Table 3.7 Continuing Education
Section III: Academic Advising Issues.**

	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Dis-satisfied</u>		<u>Very Dis-satisfied</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Quality of academic advising provided by my designated faculty advisor.	15	40.5%	14	37.8%	5	13.5%	2	5.4%	1	2.7%
Availability of my faculty advisor.	17	47.2%	14	38.9%	3	8.3%	1	2.8%	1	2.8%
Quality of advising provided by faculty other than my designated advisor.	8	22.9%	17	48.6%	6	17.1%	4	11.4%		
Quality of assistance received from the College of Education advising center.	5	13.9%	13	36.1%	3	8.3%	1	2.8%	14	38.9%
Quality of assistance received from the College of Business advising center.	5	13.9%	12	33.3%	4	11.1%	15	41.7%		
Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.	11	30.6%	8	22.2%	6	16.7%	4	11.1%	7	19.4%
Quality of other advising received from Academic Advising Services.	8	22.2%	15	41.7%	5	13.9%	1	2.8%	7	19.4%

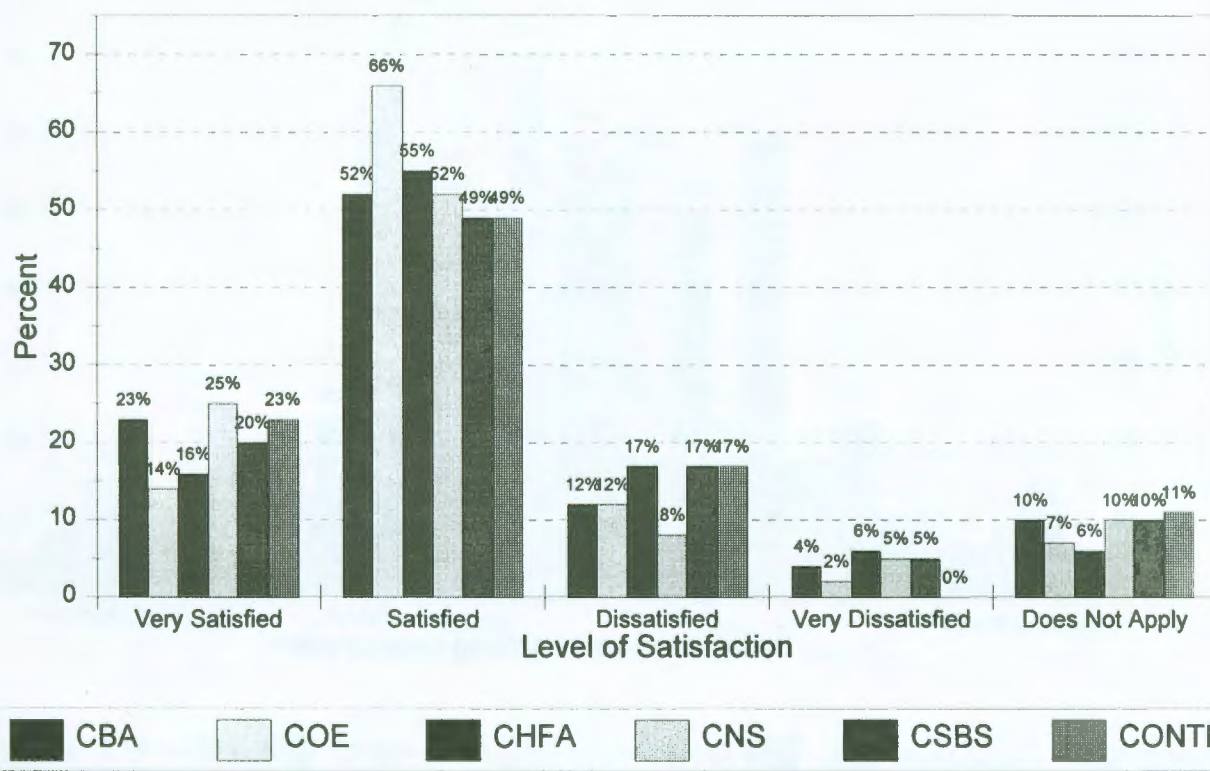
Quality of Academic Advising Provided by my Designated Faculty Advisor



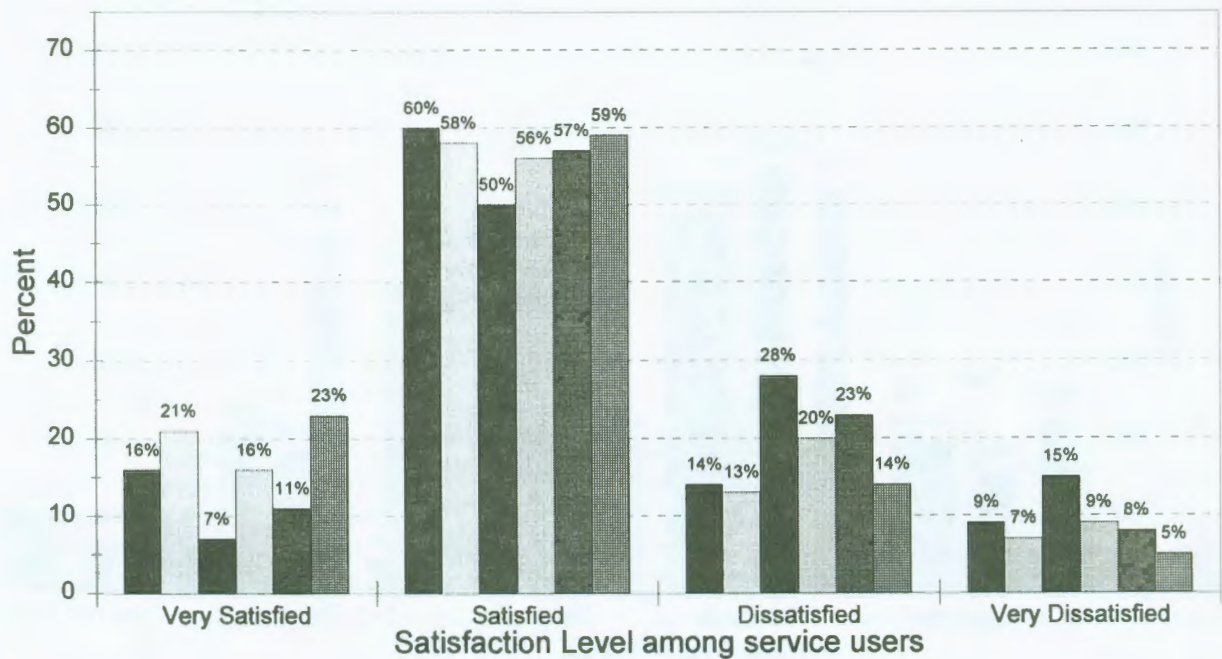
Availability of my Faculty Advisor



Quality of Advising Provided by Faculty Other than my Assigned Advisor

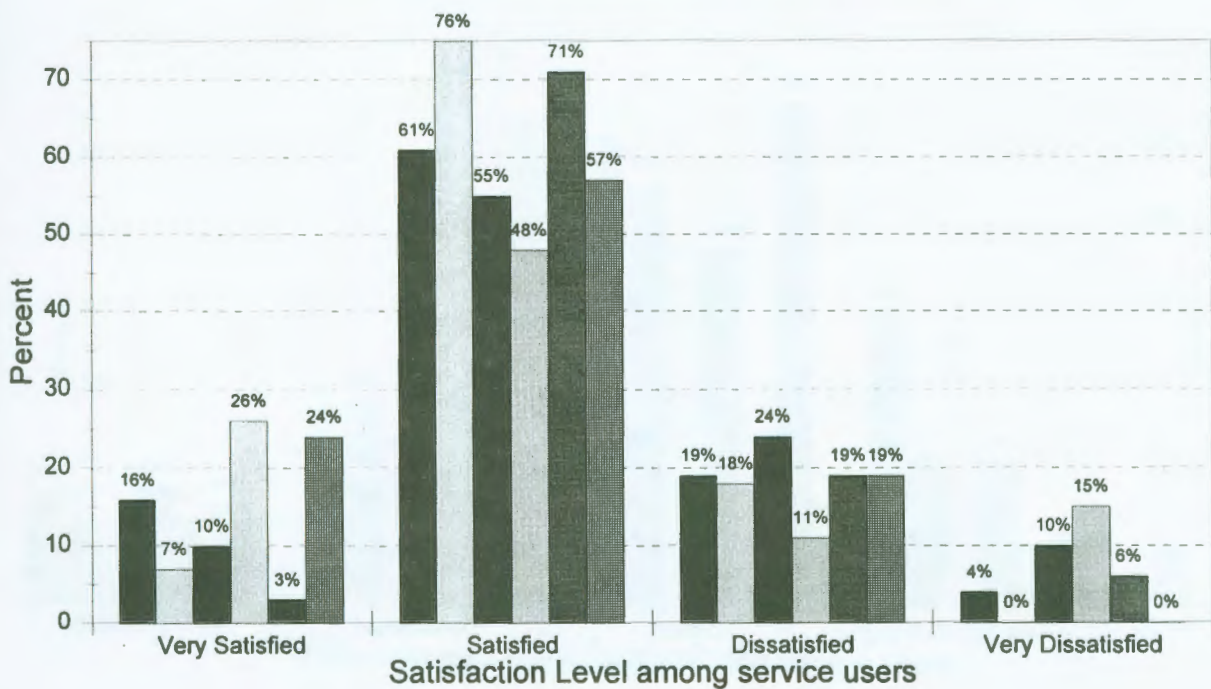


College of Education Advising Center Quality of assistance received (n=432)



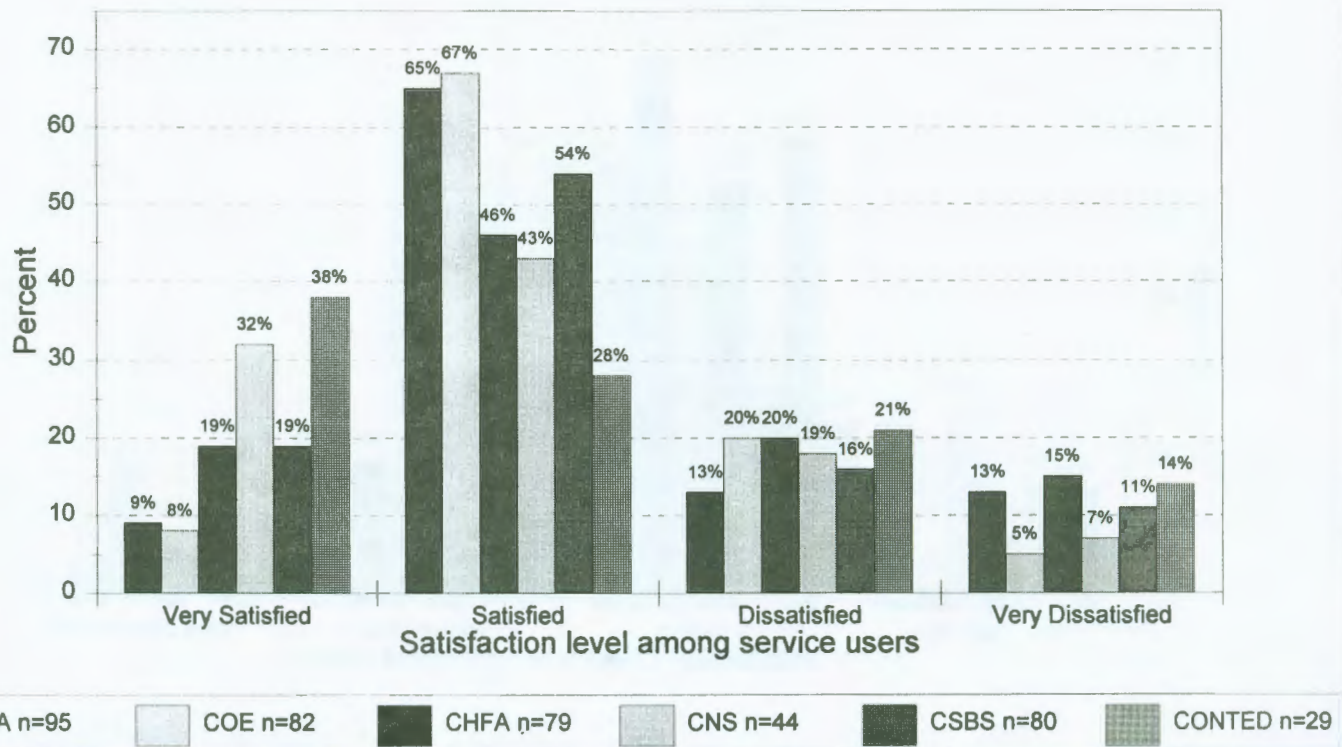
CBA n=85
 COE n=159
 CHFA n=60
 CNS n=45
 CSBS n=61
 CONTED n=22

College of Business Advising Center Quality of assistance received (n=383)

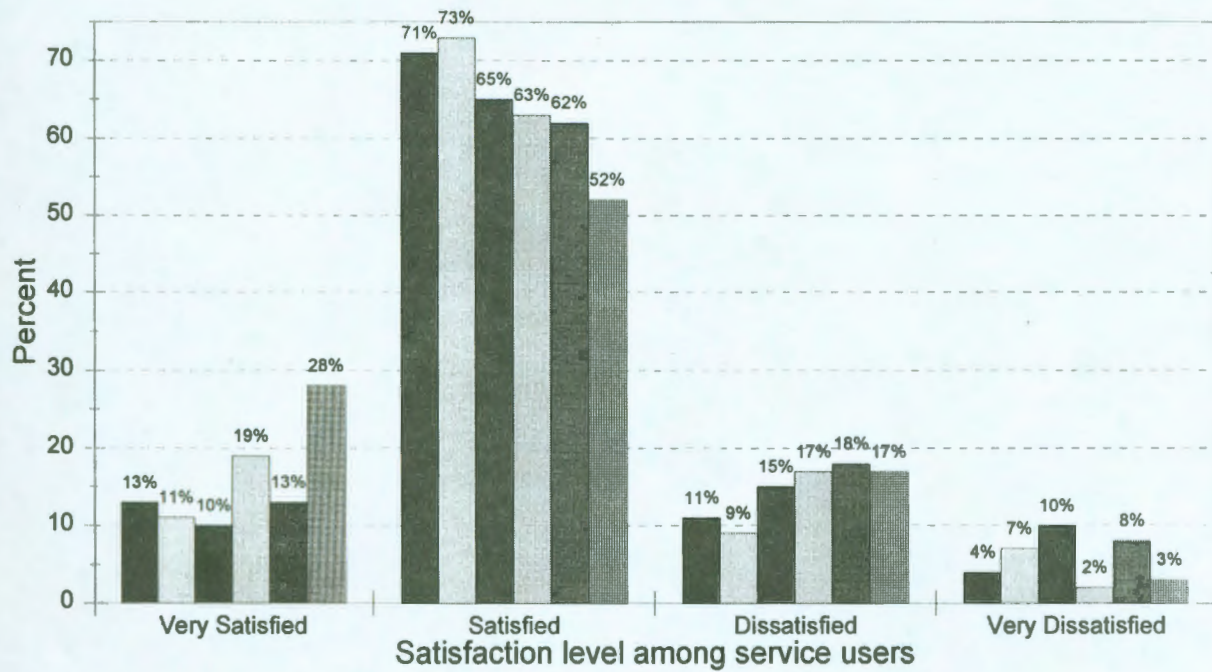


CBA n=230
 COE n=45
 CHFA n=29
 CNS n=27
 CSBS n=31
 CONTED n=21

Academic Advising Services Advisor when major was undecided (n=409)



Academic Advising Services Quality of other advising (n=504)



**Section IV:
Social Climate**

**Section V:
Employment While Enrolled**

**Section VI:
Plans After Graduation**

Findings Section IV. Social Climate.

Student satisfaction with the quality of the social climate at UNI was examined by two items about residential living, two items about drug abuse and three questions about tolerance for diversity.

Responses to two items about the quality of UNI's residential living climate are reported in Table 4.1(a). Residence hall living was reported to be satisfactory by 80% of the 676 subjects who offered an opinion. Among the 685 subjects with an opinion about the quality of residence hall food services, 76% were satisfied.

**Table 4.1(a) Overall Responses
Section IV (a): Residential Living Climate at UNI.**

	<u>Very Satisfied</u>		<u>Satisfied</u>		<u>Dis-satisfied</u>		<u>Very Dis-satisfied</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Residence Hall Living.	101	11.5%	438	49.7%	106	12.0%	31	3.5%	206	23.4%
Residence Hall Food Services.	104	11.8%	416	47.3%	126	14.3%	39	4.4%	195	22.2%

The overall social climate at UNI, Table 4.1(b), was examined by looking at two indicators of the level of chemical abuse and three items directed at issues related to interpersonal tolerance. Response options for these items ranged from 1='Strongly Agree' to 4='Strongly Disagree', plus 'does not apply'.

**Table 4.1(b) Overall Responses
Section IV (b): Social Climate at UNI.**

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Drug abuse is a major problem among students at UNI.	23	2.6%	123	14.1%	421	48.4%	212	24.4%	91	10.5%
Alcohol abuse is a major problem among students at UNI.	139	15.9%	294	33.7%	306	35.1%	80	9.2%	53	6.1%
Students at UNI are tolerant of opinions different than their own.	91	10.4%	468	53.5%	219	25.0%	78	8.9%	19	2.2%
UNI students are tolerant of people whose lifestyles are different than their own.	73	8.4%	408	46.7%	288	33.0%	80	9.2%	24	2.7%
Sexual harassment is a problem at UNI.	39	4.5%	153	17.5%	392	44.9%	183	21.0%	106	12.1%

Drug abuse does not appear to be a major problem at UNI, at least among 83% of this sample. However, graduates' opinions about alcohol abuse were less encouraging, as 1/2 of our respondents agreed with the statement, "Alcohol abuse is a major problem among students at UNI."

Another potential social problem at UNI is tolerance for diverse perspectives. Among this group of graduates, 34% disagreed with the statement, "Students at UNI are tolerant of opinions different than their own". An even larger portion, 43%, disagreed with the statement, "UNI students are tolerant of people whose lifestyles are different than their own". The portion responding 'does not apply' for each of these two items was among the smallest for any item in the survey; only the question about availability of courses attracted fewer such responses.

If sexual harassment is a problem at UNI, it is on a scale less dramatic than is tolerance for different opinions or lifestyles. One hundred ninety-two subjects, or 22% of respondents, agreed that sexual harassment is a problem here.

Table 4.2(b) College of Business Administration
Section IV (b): Social Climate at UNI.

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Drug abuse is a major problem among students at UNI.	4	1.5%	25	9.5%	132	50.0%	79	29.9%	24	9.1%
Alcohol abuse is a major problem among students at UNI.	25	9.5%	84	32.1%	115	43.9%	24	9.2%	14	5.3%
Students at UNI are tolerant of opinions different than their own.	25	9.5%	162	61.4%	57	21.6%	18	6.8%	2	.8%
UNI students are tolerant of people whose lifestyles are different than their own.	16	6.1%	145	55.1%	81	30.8%	19	7.2%	2	.8%
Sexual harassment is a problem at UNI.	5	1.9%	32	12.1%	134	50.8%	64	24.2%	29	11.0%

Table 4.3(b) College of Education
Section IV (b): Social Climate at UNI.

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Drug abuse is a major problem among students at UNI.	3	1.9%	29	18.4%	74	46.8%	31	19.6%	21	13.3%
Alcohol abuse is a major problem among students at UNI.	25	15.6%	60	37.5%	51	31.9%	14	8.8%	10	6.3%
Students at UNI are tolerant of opinions different than their own.	21	13.0%	90	55.9%	40	24.8%	7	4.3%	3	1.9%
UNI students are tolerant of people whose lifestyles are different than their own.	25	15.5%	74	46.0%	50	31.1%	7	4.3%	5	3.1%
Sexual harassment is a problem at UNI.	5	3.1%	34	21.1%	62	38.5%	34	21.1%	26	16.1%

**Table 4.4(b) College of Humanities and Fine Arts
Section IV (b): Social Climate at UNI.**

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Drug abuse is a major problem among students at UNI.	5	3.3%	19	12.4%	81	52.9%	33	21.6%	15	9.8%
Alcohol abuse is a major problem among students at UNI.	29	18.8%	55	35.7%	46	29.9%	14	9.1%	10	6.5%
Students at UNI are tolerant of opinions different than their own.	17	11.0%	65	42.2%	48	31.2%	19	12.3%	5	3.2%
UNI students are tolerant of people whose lifestyles are different than their own.	11	7.2%	57	37.3%	59	38.6%	20	13.1%	6	3.9%
Sexual harassment is a problem at UNI.	11	7.2%	36	23.5%	69	45.1%	24	15.7%	13	8.5%

**Table 4.5(b) College of Natural Sciences
Section IV (b): Social Climate at UNI.**

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Drug abuse is a major problem among students at UNI.	2	1.8%	21	18.9%	55	49.5%	24	21.6%	9	8.1%
Alcohol abuse is a major problem among students at UNI.	24	21.6%	37	33.3%	36	32.4%	7	6.3%	7	6.3%
Students at UNI are tolerant of opinions different than their own.	10	9.0%	68	61.3%	19	17.1%	10	9.0%	4	3.6%
UNI students are tolerant of people whose lifestyles are different than their own.	6	5.5%	55	50.5%	31	28.4%	12	11.0%	5	4.6%
Sexual harassment is a problem at UNI.	4	3.6%	25	22.7%	46	41.8%	24	21.8%	11	10.0%

**Table 4.6(b) College of Social and Behavioral Sciences
Section IV (b): Social Climate at UNI.**

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Drug abuse is a major problem among students at UNI.	7	4.7%	25	16.9%	68	45.9%	36	24.3%	12	8.1%
Alcohol abuse is a major problem among students at UNI.	28	18.8%	49	32.9%	51	34.2%	17	11.4%	4	2.7%
Students at UNI are tolerant of opinions different than their own.	13	8.7%	69	46.3%	44	29.5%	20	13.4%	3	2.0%
UNI students are tolerant of people whose lifestyles are different than their own.	9	6.0%	65	43.0%	56	37.1%	17	11.3%	4	2.6%
Sexual harassment is a problem at UNI.	10	6.7%	19	12.8%	70	47.0%	31	20.8%	19	12.8%

**Table 4.7(b) Continuing Education
Section IV (b): Social Climate at UNI.**

	<u>Strongly Agree</u>		<u>Agree</u>		<u>Disagree</u>		<u>Strongly Disagree</u>		<u>Does Not Apply</u>	
	count	%	count	%	count	%	count	%	count	%
Drug abuse is a major problem among students at UNI.	2	5.6%	4	11.1%	11	30.6%	9	25.0%	10	27.8%
Alcohol abuse is a major problem among students at UNI.	8	22.2%	9	25.0%	7	19.4%	4	11.1%	8	22.2%
Students at UNI are tolerant of opinions different than their own.	5	13.9%	14	38.9%	11	30.6%	4	11.1%	2	5.6%
UNI students are tolerant of people whose lifestyles are different than their own.	6	16.7%	12	33.3%	11	30.6%	5	13.9%	2	5.6%
Sexual harassment is a problem at UNI.	4	11.1%	7	19.4%	11	30.6%	6	16.7%	8	22.2%

Findings Section V. Employment While Enrolled

Little information is available about the effect of employment while enrolled at UNI. Subjects were asked to indicate, for each year enrolled at UNI, whether they were employed full-time (FT) or part-time (PT), and whether this employment was on- or off-campus. Also, subjects were asked for their judgement about whether this employment experience helped or hindered their academic performance. The results are reported in Table 5.2 and 5.3 as well as in Figure 5.1.

Table 5.2
On-campus Employment: Effect on Academic Performance

Year on Campus	Missing count	FT Positive		FT Negative		PT Positive		PT Negative		Total Responses
		count	%	count	%	count	%	count	%	
First	690	5	2.5%	2	1.0%	152	75.2%	43	21.3%	202
Second	626	9	1.9%	6	1.3%	208	44.4%	43	9.2%	266
Third	591	12	4.0%	7	2.3%	238	79.1%	44	14.6%	301
Fourth	632	15	5.8%	4	1.5%	210	80.8%	31	11.9%	260
Fifth	790	5	4.7%	1	.9%	84	78.5%	12	11.2%	102
Other	880	3	25.0%	0	0.0%	8	66.7%	1	8.3%	12

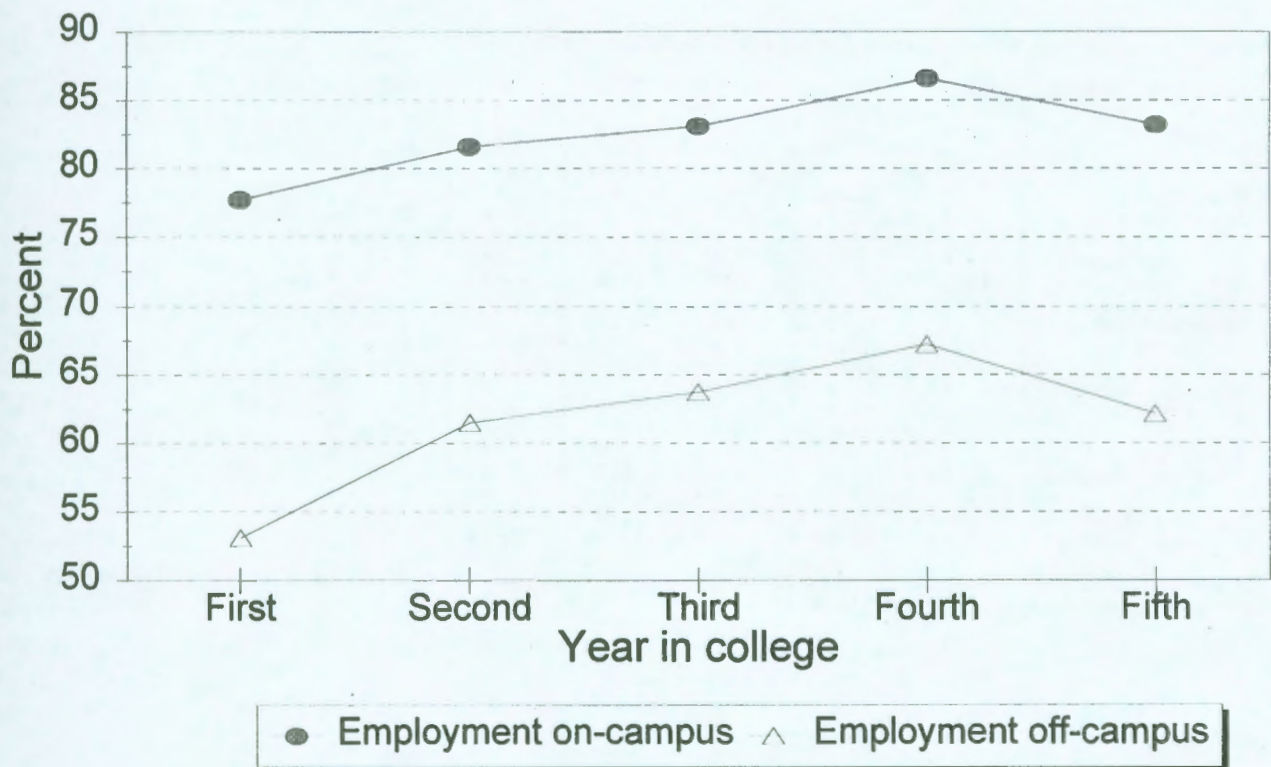
Table 5.3
Off-campus Employment: Effect on Academic Performance

Year on Campus	Missing count	FT Positive		FT Negative		PT Positive		PT Negative		Total Responses
		count	%	count	%	count	%	count	%	
First	743	8	5.4%	8	5.4%	71	47.7%	62	41.6%	149
Second	697	15	7.7%	8	4.1%	105	53.8%	67	34.4%	195
Third	633	16	6.2%	10	3.9%	149	57.5%	84	32.4%	259
Fourth	605	23	8.0%	11	3.8%	170	59.2%	83	28.9%	287
Fifth	752	8	5.7%	7	5.0%	79	56.4%	46	32.9%	140
Other	869	2	8.7%	3	13.0%	12	52.2%	6	26.1%	23

Interpretation of these results is problematic, due to low response rates. Given the data available, a greater percentage of respondents who were employed while enrolled felt that their employment had a positive impact on their academic performance than a negative impact. Most of the employed students worked part-time. Of the part-time group, those employed on-campus regarded their employment's impact on academic performance more positively than those employed off-campus. This observation is illustrated in Fig. 5.1.

Employment and Academic Performance

% students reporting positive impact



Findings Section VI. Plans After Graduation.

A series of questions was asked regarding plans after graduation. Interpretation of these responses was complicated by item formats, which made the intentionality of non-responses problematic. Graduate school was the intended activity for 185 subjects, or 21% of the sample. Data on intended degree was not compiled.

When plans were examined by college, two groups emerged. A small portion of graduates in Business (7%), and Education (12%), plus a moderately higher portion from Continuing Education (21%), expressed their intent to attend graduate school. Among graduates in the arts and sciences, 1/3 from Humanities and Fine Arts, Natural Sciences, and Social and Behavioral Sciences indicated their intent to attend graduate school.

The centrality of graduate school to post-UNI plans was examined by looking at whether respondents expected to attend graduate school full-time or part-time, and whether they had accepted or were seeking employment. Of the 117 graduates who were planning to attend graduate school immediately after graduation, about two-thirds indicated they planned to attend full-time and 20% did not specify whether their intention was to attend graduate school full-time or part-time. The portion of arts and sciences respondents who expected to attend graduate school part-time ranged from 6% in CHFA to 18% in Natural Sciences, compared with over 52% of Education graduates.

Contact the the Placement Office at (319) 273-2068 for more detailed information about the post graduation activities of UNI graduates.

Table 6.1. Plans After Graduation, by UNI Undergraduate College.

Activity Category	CONT	BUS	EDUC	CHFA	CNS	CSBS	Total
Employment	20 51.3%	123 46.2%	58 35.2%	49 31.6%	40 35.7%	45 29.0%	335 37.5%
Seeking Employment	8 20.5	119 44.7	77 46.7	43 27.7	27 24.1	46 29.7	320 35.9%
Graduate School (inc. part-time)	4 10.3	14 5.3	3 1.8	39 25.2	34 30.4	29 18.7	123 13.8%
Graduate School and Other*	4 10.3	3 1.1	16 9.7	11 7.1	5 4.5	23 14.8	62 7.0%
Miscellaneous Other Plans	1 2.6	4 1.5	1 .6	4 2.6	2 1.8	9 5.8	21 2.4%
Plans Unknown (did not respond)	2 5.1	3 1.1	10 6.1	9 5.8	4 3.6	3 1.9	31 3.5%
Total Count	39	266	165	155	112	155	892
Total Percent	4.4%	29.8%	18.5%	17.4%	12.6%	17.4%	100.0%

*Other includes "Employment" or "Seeking Employment", with the exception of 4 CSBS graduates who responded "Graduate School" and "Miscellaneous"

APPENDICES

1994 UNI Graduating Student Survey

Name _____

Student # _____

CONFIDENTIAL: You will not be identified by name or ID number on any report. By entering your student ID number above, you will make it possible for us to access demographic information (major, sex, ethnicity, first semester at UNI, etc.) from your student records instead of for it on this questionnaire. The results of this questionnaire will be used to improve programs and services for current and future students.

INSTRUCTIONS: Please take a moment to reflect on your years at UNI and respond to the following items. Circle the response which best reflects your overall satisfaction with the following aspects of your UNI experience:

Key: 1= Very Satisfied 2= Satisfied 3= Dissatisfied 4= Very Dissatisfied NA = Does Not Apply

I. Teaching and Learning Environment:

- 1 2 3 4 NA 1. Overall quality of teaching at UNI.
 1 2 3 4 NA 2. Quality of General Education courses.
 1 2 3 4 NA 3. Clarity of purpose of Gen Ed courses.
 1 2 3 4 NA 4. Residence Hall Living.
 1 2 3 4 NA 5. Residence Hall Food Services.
 1 2 3 4 NA 6. Availability of courses.

II. Computing and Information Technologies:

- 1 2 3 4 NA 7. Quality of computing equipment available to me on campus.
 1 2 3 4 NA 8. Availability of computing equipment on campus.
 1 2 3 4 NA 9. Quality of faculty assistance in computer-related coursework.
 1 2 3 4 NA 10. College/department computer labs.
 1 2 3 4 NA 11. Central Computer Centers: Redeker, Towers, LIB(room 114), BUS(room 25), ITC(room 24), SEC(room 123).
 1 2 3 4 NA 12. Central Consulting Center (Help Line: ph. #5555; BUS room 27).
 1 2 3 4 NA 13. Uses of student computing fees.
 1 2 3 4 NA 14. Competitiveness of the computing skills I received at UNI.

III. Academic Advising Issues:

- 1 2 3 4 NA 15. Quality of academic advising provided by my designated faculty advisor.
 1 2 3 4 NA 16. Availability of my faculty advisor.
 1 2 3 4 NA 17. Quality of advising provided by faculty other than my designated advisor.
 1 2 3 4 NA 18. Quality of assistance received from the College of Education advising center.
 1 2 3 4 NA 19. Quality of assistance received from the College of Business advising center.
 1 2 3 4 NA 20. Assistance received from my assigned advisor in Academic Advising Services when I was undecided about my major.
 1 2 3 4 NA 21. Quality of other advising received from Academic Advising Services.

IV. Social Climate at UNI:

Key: 1= Strongly Agree 4= Strongly Disagree

- 1 2 3 4 NA 22. Drug abuse is a major problem...
 1 2 3 4 NA 23. Alcohol abuse is a major problem...
 ...among students at UNI.
 1 2 3 4 NA 24. Students at UNI are tolerant of opinions different than their own.
 1 2 3 4 NA 25. UNI students are tolerant of people whose lifestyles are different than their own.
 1 2 3 4 NA 26. Sexual harassment is a problem at UNI.

V. Employment:

For each year enrolled, did you work on or off campus during the academic year while enrolled at UNI? Did being employed help (+) or hinder (-) your academic performance?

		On-Campus				Off-Campus			
		Full/Part		Effect		Full/Part		Effect	
27. First year	NA	F	P	+	-	F	P	+	-
28. Second year	NA	F	P	+	-	F	P	+	-
29. Third year	NA	F	P	+	-	F	P	+	-
30. Fourth year	NA	F	P	+	-	F	P	+	-
31. Fifth year	NA	F	P	+	-	F	P	+	-
32. Other: _____	NA	F	P	+	-	F	P	+	-

VI. Plans After Graduation:

____ Graduate or Professional School
 Intended Degree: _____ Full _____ or Part _____ Time
 Institution _____
 _____ Employment Full _____ or Part _____ Time
 Job Title _____
 Employer _____
 Location _____
 _____ Seeking employment, no current firm offer
 _____ Other (please specify) _____

VII. Faculty Recognition: Please list the names of any instructors who have had a positive influence on your development as a student at UNI:

(We welcome your comments. Please use back side of form if you need more space.)

VIII. Staff Recognition: Please list the names of any UNI staff members who have had a positive influence on your development as a student at UNI:

(We welcome your comments. Please use back side of form if you need more space.)

APPENDIX B RECOGNITION OF MEMORABLE FACULTY

Background

Each spring semester the Office of Institutional Research (IR) surveys graduating students regarding their experiences at UNI. This survey has been conducted each year for over a decade and has, almost every year, included an item intended to provide feedback to faculty members who have been acknowledged by students as having been a positive influence as a classroom instructor. The wording of this item in the 1994 survey was:

Faculty Recognition: Please list the names of any instructors who have had a positive influence on your development as a student at UNI.

For the past several years IR has sent personalized letters to each faculty member mentioned in response to this item to inform them of the personal impact they have had on some graduating student(s).

Program Intent

We recognize that the nature of teaching is such that far too often positive feedback never finds its way back to the individuals who have earned it. We also believe that positive feedback is essential to continued good performance and hope that in some small way these 'memorable faculty' letters provided such encouragement. Accordingly, IR intends to continue soliciting responses to this item in its annual survey of graduating students and to acknowledge individual faculty members who are identified as having had a positive influence on our students.

Beyond providing feedback to individual faculty members, the most appropriate use of these data is, in my view, to broaden the dialog regarding teaching impact among our academic leaders. To this end we inform the Provost and respective deans and department heads of which of their faculty received letters, and over the years have encouraged deans and the Provost to send their own letters of acknowledgement.

This fall, during the six weeks immediately following the distribution of over 500 'memorable faculty' letters, at least fifty telephone calls were received by Institutional Research, variously thanking IR for noticing, seeking clarification on the origin and intent of the letter (e.g., "Yes, YOU were specifically mentioned; no, not ALL faculty members received letters"), requesting replacement copies of lost letters, or questioning the appropriateness of including these acknowledgement letters in a faculty member's personnel file. The number of telephone calls suggests to me that our faculty appreciate the positive feedback we provide, and we are delighted to be able to say kind things to so many people on UNI's staff.

However, not all comments received in this office have been positive, and legitimate concerns about the misuse of this program deserve comment. Some clerical problems occur each year in processing letters for this and a parallel program which acknowledges memorable staff members; e.g., this year faculty acknowledgement letters were inadvertently sent to several departmental secretaries who were mentioned (as a sad commentary on the quality of some of our working environments, more than one called to express her concern that she might be reprimanded for impersonating a faculty member!).

Methodological Limitations

Given the data collection methods used, I feel obliged to extend a word of caution regarding over-analysis of these results. Specifically, use of 'memorable faculty' data to draw inferences about the quality of teaching across departments or within a specific department [or faculty member] over time is fraught with peril, as generalizability is built on the assumption that the sampling strategy employed was designed with such interpretation in mind. Unfortunately for the individuals who would use the list of 'memorable faculty' in this way, this data was not collected in a way that lends itself to such analysis.

Aside from the obvious problem of literal misinterpretation of the meaning of the item, the simplistic notion that the number of mentions is a directly comparable indicator of overall teaching quality is misguided. This survey is conducted at commencement rehearsal in May of each year; although this method has resulted in responses from 60-70% of May degree recipients plus a significant portion of August graduates as well, this method is susceptible to biases which mitigate against generalizability in the form of cross-departmental comparisons or repeated measures indicators.

Common Misuses of These Data

The most common abuse of this data has certainly been through attempts to identify 'top' teaching faculty on campus via frequency counts, since the number of times an instructor is mentioned could reasonably be expected to be influenced by the number of students exposed to an instructor in the classroom. Thus, there is a built-in bias toward faculty who teach in larger programs. Therefore, although I view being mentioned as a testimonial indicator that something positive has happened in the exchange between a student and a faculty member, I am troubled as to how best to treat frequency of mentions beyond recognizing its testimonial value for a specific instructor.

Sensitivity to these biases has never been formally examined, although comparisons of demographic profiles of respondents with their graduating cohorts (for the '93 and '94 surveys) revealed no meaningful non-response trends based on these background variables. Still, the 'convenience sampling' method we use is potentially subject to bias due to many sources, including (but certainly not limited to) subject self-selection, temporal proximity of coursework to survey distribution, and wide variations in exposure to students that occur across departments, semesters, and faculty teaching assignments. There may also be halo effect, a hang-over effect, and possibly non-response bias attributable to unknown causes among students who chose not to complete the form or even to attend commencement.

Procedural Change

Persistent misuse of these data have prompted IR to discontinue the practice of distribution frequency counts for responses to the 'memorable faculty' item on the Graduating Student Survey. IR will continue to inform Deans and department heads of individuals who were mentioned and will continue to send letters to each faculty and staff member acknowledged by graduating students. Questions and suggestions for improvement are welcome. If you have questions/comments about this program, please contact Bill DiBrito, Coordinator of Institutional Research (phone: x2984, e-mail: Bill.DIBRITO@UNI.EDU).

November 1994

